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ABSTRACT

The teacher resource guide for grades K through 12 was developed by a multi ethnic committee of educators to comply with the California Education code. "Instruction in the social sciences shall include the early history of California and a study of the role and contributions of American Negroes, American Indians, Mexicans, and other ethnic groups to the economic, political, social and cultural development of California and the United States". The main concept for each unit is identified at the top of each page and further developed in a content column. In addition, the learning activities are identified along with suggested resources. Extensive bibliographies include such things as: books, audiovisual materials, journal articles, pamphlets, picture books, other resource guides, curriculum bulletins, unpublished manuscripts, reports, and human resources. However, those who wish to use this guide should select, expand, or enrich the material to meet the unique local needs of teachers and students. (SBE)

ED0 46819

CONTRIBUTIONS OF BLACK AMERICANS, INDIAN AMERICANS, MEXICAN AMERICANS AND ASIAN AMERICANS TO AMERICAN HISTORY

COUNTY OF SANTA CLARA CALIFORNIA

Teacher's
Resource Guide
Grades K - 12

COMPLIMENTARY COPY

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Monico C. Amador
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Glenn W. Hoffmann, Superintendent
Santa Clara County Office of Education
45 Santa Teresa Street
San Jose, California 95110

July 2, 1970

The following is an excerpt from the California Education Code:

Grades 1-6

8553. Instruction in social sciences shall include the early history of California and a study of the role and contributions of American Negroes, American Indians, Mexicans, and other ethnic groups to the economic, political, and social development of California and the United States of America.

Grades 7-12

8576. Instruction in social sciences shall include the early history of California and a study of the role and contributions of American Negroes, American Indians, Mexicans, and other ethnic groups to the economic, political, and social development of California and the United States of America.

FOREWORD

This guide is a cooperative project representing the combined contributions of local school districts and the Santa Clara County Office of Education. The committee is composed of elementary, junior high, and high school teachers and administrators who were recommended by their district superintendents. Members of the committee include educators of multi-ethnic backgrounds.

The main concept is identified at the top of each page. This concept is developed in the content column. The learning experiences are suggested. Those who use the resource guide will wish to select, expand, or enrich the material to meet the unique needs of teachers and students in individual school districts. As in the use of all instructional materials in any district, the appropriateness for the student and the learning situation must be determined and approved by those in whom this responsibility is vested at the local level.

The guide was offered for pilot study throughout the county during 1969-70. The committee compiled the evaluations and revised the guide accordingly. Teachers and administrators were enthusiastic and provided many ideas and suggestions for improvement of the guide.

Appreciation is due to district administrators and boards of education for providing released time for committee participants. Special appreciation is extended to those who acted as consultants: Miss Thomasyne Lightfoote Wilson and Mrs. Shizue Yoshina. It is our hope that all school personnel will commit themselves to frequent evaluation and improvement of the program.

ACKNOWLEDGMENTS

Committee Members and Districts

Inservice Education:

Patricia Daoud, Evergreen
Marjorie Harnage, Whisman
Lorraine Heng, Sunnyvale
Louis Henry, Jr., Alum Rock Union
Marilyn Schlueter, Moreland
Marcella Sherman, SPACE
Richard Ullman, Campbell Union

Kindergarten - Six:

Gilda Drotman, Whisman
Myrna Graves Fleckles, San Jose Unified
Fred Forman, Gilroy Unified
John Jordan, Los Altos
Peter Kawamura, Mountain View
Diane Smith, Cupertino
Fred Wigglesworth, Oak Grove

Seven - Twelve:

Jim Brennan, Milpitas
Earle Hale, Santa Clara Unified
Michael M. Honda, Fremont Union High
Bob Negendank, Los Gatos Jt. Union High
Lyn Solano, Cupertino Union
Sara Wallace, Union

County Office

Oscar Donahue, Coordinator, Title I Cooperative Project
Hardy Pelham, Coordinator, Audio Visual

Doris F. Prince, Chairman

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INSERVICE EDUCATION

SUBCOMMITTEE ON IN-SERVICE EDUCATION FOR
IMPLEMENTATION OF SB-572

STATEMENT OF NEED:

In order to implement S.B. 572 adequately, teachers and other education personnel need to be aware of the background of minority cultures, of the contributions they have made to our country's history and customs, and of how these and other social factors relate to their role and status in today's society. In-service training is one means of assuring that all education personnel have an opportunity to acquire both the knowledge and the behavior to implement S.B. 572 successfully.

GOALS:

Among the goals appropriate for such in-service programs are:

1) To increase the knowledge and understanding of education personnel of the backgrounds, roles and contributions of minority cultures to American society;

2) To modify the behavior of education personnel in such ways as to make them more effective in teaching all students -- particularly those with dissimilar backgrounds of experience, values and attitudes.

SOME SUGGESTIONS FOR IN-SERVICE PROGRAMS:

1) Allow adequate time for planning. A good in-service program, that is, one that meets your stated goals and objectives, may require more time to plan than to execute.

2) Involve in planning representatives of all those likely to be affected by the in-service program (for example, administrators, teachers, paraprofessionals, certificated staff, students, parents, etc.).

3) Take the time to put your overall goals and objectives (preferably in behavioral terms) in writing.

4) Share the goals and objectives for the overall program as well as individual sessions with all participants, including consultants or resource people.

5) Compensate personnel for non-contractual time, that is, for required or "expected" in-service participation on his own time. This may be handled by arranging for units of college credit

to be given for in-service programs or by giving "credit" on the district's salary schedule. By putting the in-service program into the regular school day, the problem is avoided.

6) Avoid "one-shot" programs. The single all-district meeting with a featured speaker is not likely to be effective. If it is the "kick-off" for an in-service program of no fewer than 6-8 single school meetings, it can serve to indicate to all school personnel that the district is serious enough about the program to spend staff time and dollars.

7) Avoid major lapses of time between in-service sessions. An in-service program which schedules meetings once a week for six weeks is more likely to result in increased knowledge/behavior change than a program which schedules meetings once a month for six months. Personnel need time to try out new learnings, but they also need the feedback and reinforcement which is possible when the sessions are not too far apart.

8) Provide alternatives. Neither all schools nor all personnel in a district are alike. Individual schools should have the opportunity to tailor some, if not all, in-service sessions to their own perceived needs. Too, the same program for all personnel may not be appropriate. Try to provide options for personnel, even within a single school.

9) Employ knowledge about learning theory in development of in-service programs. We may know that the lecture method is not a very effective teaching technique, and yet employ it in our in-service programs. If we expect to change behavior, we must involve participants through questioning, small group (15 maximum) discussion, role-playing, opportunities for try-out of new behaviors, etc.

10) Evaluate. If goals and objectives have been clearly stated, the evaluation task becomes easier. An effective measure of an in-service program may not be how participants "feel" about the session the next day. Needless to say, how the program is to be evaluated should be part of the initial planning. If we are interested in changed behavior of participants and the in-service has been successful, we need to evaluate not just at the conclusion of a single session or even at the conclusion of the program, but over the entire school year.

GRADES

KINDERGARTEN THROUGH SIX

CONCEPT: Race refers to a method of classifying the family of man based upon observed, physical differences in skin color, hair, shape of eyes, nose and lips.

1. Racial differences as we know them are biologically unimportant in today's world.
2. Racial differences were developed in prehistoric times due to evolutional and environmental conditions.

CONTENT	LEARNING ACTIVITIES	RESOURCES
I. Race	Define "race".	Film: What Color Are You 7404 (Grades 4-6)
A. A race is made up of persons who have a fairly definite combination of distinguishing physical traits which are handed down from parents to children.	Use pictures depicting the three chief racial groups. Have children observe physical differences and similarities. From this data have class give definition of race.	Evans, Eva K. All About Us Brandwein, Paul Concepts in Science (Grade 5) Byrd, Oliver E., M.D., et al. Health (Grade 4) Clarke, Robin Diversity of Man
B. There is no single trait which marks one race or racial stock from another.	Have students bring their baby pictures, pictures of babies from magazines, pictures of baby animals. Use the bulletin board for "Beautiful Babies".	Ames, Gerald and Rose W. Wyler First People in the World Garn, S.M. Human Races Coon, Carleton S. The Origin of Races
II. "Pure" Races	Do research: Non-white people make up what part of the earth's population?	3M: The Races of Man
A. There are no "pure" races today.	Cut pictures from magazines to illustrate various racial groups. Children in sixth grade can use Learning About Latin America and Life in Latin America to define mestizo, mulatto, zambo, after they observe social mixtures from their pictures.	Film: Color of Man 930 Dare, Beatrice F. Your Heredity and Environment, Accent Education Series
B. Mankind for generations has been crossing and recrossing as far as races are concerned.		Showers, Paul Your Skin and Min
III. Human Races	Discuss number of human races. Use film, transparencies and books to verify three main racial groups in terms of: hair, head, skin, nose, eyes, etc.	Film: People Are Different and Alike 4109 (Grades K-3) Film: My Mother is the Most Beautiful Woman in the World 4128

CONCEPT: Race refers to a method of classifying the family of man based upon observed, physical differences in skin color, hair, shape of eyes, nose and lips.

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CONTENT	LEARNING ACTIVITIES	RESOURCES
A. With more than three billion people in the world, it is difficult to group people into three basic stocks because many races are descended from two or three stocks.	Make a mural depicting racial differences and similarities. Discuss: To which racial group do most Europeans belong? How does race differ from nationality? What are the principal physical characteristics of race?	Goldin, Augustus R. Straight Hair, Curly Hair
1. Mongoloid - 34% 2. Caucasoid - 56% 3. Negroid - 10%		Lerner, Marguerite R., Red Man, White Man, African Chief
B. Distribution of basic stock	Can a biologist distinguish the cells of a German from a Chinese? What are the myths about races?	Showers, Paul Look at Your Eyes
IV. Race Superiority	What is the difference between race and ethnic group?	Montagu, Ashley Man's Most Dangerous Myth: The Fallacy of Race
A. No scientific fact supports statement that one race is biologically superior or inferior to other races.	What is prejudice? How do people become prejudiced? Is the world getting more or less prejudiced?	Filmstrip: Exploding the Myths of Prejudice
B. Level of civilization may provide greater or smaller opportunity for contact and personal development.	Discuss what "Viva La Raza!" means. "Long Live the (Mexican) Race!" Discuss different meanings of "race". (Anthropological definition as opposed to its use in reference to an ethnic group.)	Orsborn, Peggy 1-Act play, Meeting (add songs, etc. to make it less dry) Film: Skipper Learns a Lesson 772 (Grades K-3)

CONCEPT: Race refers to a method of classifying the family of man based upon observed, physical differences in skin color, hair, shape of eyes, nose and lips.

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CONTENT	LEARNING ACTIVITIES	RESOURCES
V. Race and Nationality	Discuss: "What is a Chicano?"	
A. These terms are often confused.	Use models of human organs (eye, ear, brain, heart) to illustrate that skin color has no bearing on their functioning.	
B. People often speak of "English race", "German race" or "Jewish race". These groups may share a language, culture, traditions, religion, political ideas, but this does not make them races.	Map activities: Locate origins of man. Study "stereotypes" of race. Discuss "Myth vs. Fact". Role playing related to how myths about race cause prejudice. Study laws regarding race and color.	Grevious, Saundra C. Teaching Children and Adults to Understand Human & Race Relations Peck, Ira The Life and Words of Martin Luther King, Jr.

CONCEPT: People of all races have the same human needs.

CONTENT	LEARNING ACTIVITIES	RESOURCES
I. Basic Human Needs	Use the bulletin board: Theme "Beautiful Babies". Have each student bring their baby pictures, pictures of babies from magazines, pictures of baby animals.	Films: Island of the Blue Dolphins 7405 (Grades 4-6) Japanese Boy - Story of Taro 3547
A. Physiological 1. Food	Display pictures of people of different races and ethnic groups experiencing same kinds of things. List similarities. Tell open-ended stories.	Apache Indians 694 Mexican Boy - Story of Pablo 3375 Boy of the Navajos 2131 People are Different and Alike 4409 (Grades K-3)
2. Shelter	Set up a bulletin board to show different types of homes. Build African, Indian shelters, etc.	Evans, Eva K. People Are Important Graham, Lorenz Southtown
3. Clothing	Study fashions and clothing from many countries and racial groups. Invite representatives from stores to bring in fashions representing different cultures.	Picture sets: The Unity & Diversity of Man (Grades K-6)
B. Psychological 1. Love from the family	Survey school playground for needed improvements in terms of safety, cleanliness and orderliness to develop pride in school and self.	Uchida, Yoshiko The Promised Year Cavanna, Betty Jenny Kimura (Grades 4-6)
2. Success in daily experiences	Invite both minority and majority parents to accompany classes on study trips.	Everhart, Mary Frances Voices of Man, As I Grew Older

CONCEPT: People of all races have the same human needs (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
3. Being worthwhile and accepted 4. Recreation 5. Freedom from oppression 6. Identity	Learn folk songs and dances from various cultures. Choose a "Child of the Week". Pictures and stories about him and his family are displayed on a bulletin board. Include good class work. Highlight the contributions this child makes to the family and the school.	Toor, Frances A Treasury of American Folkways

CONCEPT: The way we live is a result of the influence of many customs and cultures.

CONTENT	LEARNING ACTIVITIES	RESOURCES
I. Facets of Culture A. Architecture	Visit examples of different architecture in Santa Clara County.	Films: Boy of the Navajos 2131 Hopi Indians 434 Navajo Canyon Country 936 Meet the Sioux Indians 820 Apache Indians 694 Peaceful Ones 1507 Indians of the Plains 2381 Villages in the Sky 3170
	Make Indian model village - Pueblo, stucco, plus other kinds of homes, not just Indian.	
	List, with students, on the chalkboard, other cultural environmental influences apparent in student's own home: food they eat, architecture of home, furniture, etc. Could also be done on charts.	Yashima, Taro Crow Boy
	Construct models of famous buildings in our country that represent architecture from many cultures, or look at slides and photographs and discuss characteristics of architecture from a certain culture.	Kroeber, Theodora Ishi, Last of His Tribe Film: Ishi in Two Worlds 7402 Film: Spanish Influence in U.S. 460
	Construct models of birthplaces of famous people from all walks of life.	Rambo, Ralph "Lo, the Poor Indian of Santa Clara County" (pamphlet)
B. Language	Investigate "racially loaded" words or terms in use in the English language.	Films: Indians of California (Parts 1 and 2) 1414, 1415 Villages in the Sky (Hopi) 3170
	Visit Palo Alto Junior Museum where there is an exhibit on Ishi, and/or New Almaden Museum, other missions around Bay Area, and San Juan Bautista.	
	Study Indian symbols. Practice communicating with them.	Lewis, Richard A Moment of Wonder

CONCEPT: The way we live is a result of the influence of many customs and cultures. (continued)

CONTENT	LEARNING ACTIVITIES	RESOURCES
	Learn daily greetings in different languages.	Issa A Few Flies and I
	Try Japanese language in Haiku.	Cassedy, Sylvia and Kunihiro Suetake Birds, Frogs and Moonlight Lewis Richard In a Spring Garden
	Explode culturally-oriented slang expressions and what they mean within their culture.	Harper, Robert, Raymond Crist and Clarence Sorensen Learning About Latin America (Grade 5)
C. Food	Make classroom cookbook of favorite food from other lands.	
	Make lists of Spanish (or other) influence in this area -- such as names of cities, foods we eat, structure of buildings, etc. This could be done by individuals as part of a contest.	Films: Buckeyes 3431 (Grades 4-6) Pine Nuts 3391 (Grades 4-6)
	Have a student-prepared luncheon or snack with foods of the culture being studied. Invite parents to participate.	
D. Clothing	Pinpoint on a large world map countries from which each student is descended. Discuss the clothing relative to the culture.	Film: Villages in the Sky 3170
	Have parents, interested citizens or storekeepers bring in clothing of different cultures. Check local shops such as Afro shops, Mexican, Polynesian, etc.	

CONCEPT: The way we live is a result of the influence of many customs and cultures. (continued)

CONTENT	LEARNING ACTIVITIES	RESOURCES
	Make a Japanese Hapi coat.	
E. Art	Make: Indian place mats and baskets Indian bowls with clay Clay beads Papier maché Indian and African masks Totem poles out of ice cream containers Japanese flower arrangements Indian mosaics, using colored beads, magazines, seeds, cereal. Mexican tiles Diorama of African animals Hanging scroll Wood carvings Kites	Film: Weavers of the West 954 Films: Loon's Necklace 563 Arts & Crafts of Mexico (Pottery & Weaving) 7346 Arts & Crafts of Mexico (Basketry, Wood, Stone, Metals) 7347 Hopi Arts & Crafts 432 Painting with Sand 788 Creating for Many Cultures K-8 Santa Clara County Teacher's Resource Guide
	Do: Japanese brush painting Sand painting Block printing Origami	Issa A Few Flies and I
F. Music -- Dances & Games	Plan a school-wide festival that would illustrate songs and dances from other ethnic groups. Contact music departments in local colleges for resource in music from other ethnic groups.	Harbin, Elvin O. Games of Many Nations Film: Folk Dances of Japan from Consulate General of Japan (deals with Japan, but the Japanese-Americans do the dances from the many

CONCEPT: The way we live is a result of the influence of many customs and cultures. (continued)

CONTENT	LEARNING ACTIVITIES	RESOURCES
	Seek out minorities for school-wide activities. Learn songs of other countries in other languages.	parts of Japan. Can teach history of the dance and how to do them and how Japanese-Americans keep some cultures of Japan.)
	Learn American folk dances of certain regions and dances from other lands.	Record: Coal Miner's Song (Japan)
	Make Indian, Oriental, or African drums out of coffee cans and inner tubes, rattles made from papier maché.	Films: Discovering the Music of Africa 7359 (Grades 4-6) Discovering the Music of Japan 7360 (Grades 4-6) Indian Dances 761
	Bring favorite records from home. Discuss composers, country of origin.	
	Bring in instruments such as drums, banjos, marimbas, wood blocks. Discuss their origin. Create songs and dances featuring the instruments representing various cultures.	
G. Family of Man	Collect pictures that illustrate the family of man photographically.	Films: Stone Cutter 4131 Missions of the Southwest 7263
	Select a book for daily story time that develops pride in culture and customs.	Keating, Charlotte Building Bridges of Understanding
	Encourage librarian to order books to help build understanding and appreciation of ethnic groups.	Cavanna, Betty Jenny Kimura (Grades 4-6)
	Hold international bazaar. (Students make and sell artifacts of countries of the world.)	Films: Japanese Mountain Family 7199 Hopi Indians 434 Kitano, Harry H.L. Japanese Americans

CONCEPT: The way we live is a result of the influence of many customs and cultures. (continued)

CONTENT	LEARNING ACTIVITIES	RESOURCES
H. History	Do murals with labels to show names of objects in Spanish and English.	
1. The Cowboy Tradition of the U.S. is actually an extension of the Vaquero Traditions.	Show class pictures of the terrain of the Southwest depicting desert, barren nature of the land.	Film: American Cowboy 6110
	Discuss types of domesticated animals that could be raised, and problems.	Filmstrip: Folk Songs and Cowboys
a. Advent of domesticated animals to the Southwest and California	Decide where this land probably is (Texas, New Mexico, Arizona, or northern plateau of Mexico). Ascertain who would be travelling through on a horse (cowboy).	Williams, Carey North from Mexico Galarza, Ernesto Mexican-Americans in the Southwest Acuna, Rudolph The Story of the Mexican Americans
	Read text, The Story of Mexican Americans, to find out who first brought domesticated animals to what is now the U.S., and what they were.	
b. The skill of the Vaquero	Cut out pictures from magazines of cowboys and display. Discuss the cowboy's job, his dress, and the tools that he uses. List them.	Nava, Julian Mexican-Americans Past, Present and Future
1) His equipment	Discuss: Who were the first cowboys in the U.S.?	
2) His qualities	Refer to The Story of the Mexican Americans as a follow-up.	
c. The Rodeo & Fiesta	Study words such as corral, chaps, sombrero, rodeo, etc. with their Spanish derivations.	Film: Meet the Sioux Indians 820
1) Competition & Games	Play some of the games played at Spanish and Mexican fiestas.	
	Take a study trip to a rodeo.	

CONCEPT: The way we live is a result of the influence of many customs and cultures. (continued)

CONTENT	LEARNING ACTIVITIES	RESOURCES
2) Barbacoas or barbecues	Have a barbecue.	
3) Dancing	Do some Spanish and Mexican dances.	Toor, Frances A Treasury of Mexican Folkways
2. The Guadalupe-Hidalgo Treaty	Learn how much land was surrendered to the U.S. (525,000 square miles in return for 15 million dollars). Reflect why this treaty is so controversial.	Films: Missions of the Southwest 7263 Father of the Southwest 3172 California Dawn: Missions, Ranchos and Americans 3729
3. Development of Chinatown	Study San Francisco, "My Chinatown".	Film: Chinatown, U.S.A.
4. Indian Reservations	Compare life on a Navajo Reservation with life in a small community today.	Martin, Patricia Indians: The First Americans Film: Indians of California (Parts 1 & 2) 1414 & 1415
5. Contributions of Spanish and Mexicans to the development of California	Study California mission life. Study the government of early California as established by the Spaniards and, later, the Mexicans. Find out what influences still exist in our government today. Study rancho life in the early days of California.	Film: California's Dawn: Spanish Explorers 3729 Haan, Aubrey and James Jones California's Own History (Grade 4) Williams, Mabel Young California: A History (Grade 4) Wright, Kathleen The Other Americans

CONCEPT: The way we live is a result of the influence of many customs and cultures. (continued)

CONTENT	LEARNING ACTIVITIES	RESOURCES
	Do research on Cinco de Mayo.	Toor, Frances A Treasury of Mexican Folkways
6. Contributions of Asian Americans	Assign the students special reports covering contributions of Asian Americans.	Sussman, Murray American Biographies Kitano, Harry H.L. Japanese Americans
7. Fiestas and holidays are important in the life of all people	Do research plus related activities regarding holidays around the world.	Film: Home Around the World 4023
	Hold community or school program to commemorate Cinco de Mayo, May 5; Boys' Day, May 5; Doll Festival, March 3; Black History Week, February 8-14, Brotherhood Week, February 27-March 1.	See calendar, Anti-Defamation League, Appendix
	Make carp kites for Boys' Day, May 5.	Minugh, Lena Stuart and Nancy Keochakian Cory Japan Teacher's Guide for various art
	Have classes learn about one of main Japanese-American festivals, such as O Bon: Coal miners' dance, food tasting, clothing, music.	Film: Folk Dances of Japan Showers, Paul Indian Festivals

CONCEPT: All people have the same basic rights and responsibilities.

CONTENT	LEARNING ACTIVITIES	RESOURCES
I. Freedom to Express Themselves	Discuss and role play situations concerning the settling of playground quarrels. Provide opportunities for frequent change in leadership and groupings. Discuss the Four Freedoms: fear, want, worship and expression. Make posters illustrating these. Celebrate Brotherhood Week.	Films: Guidance: What's Right 4126 (Grades K-3) What Will Pete Do? 4125 (Grades 4-6) Kindness to Others 2355 Ways to Settle Disputes 2274 What Does Our Flag Mean? 4034
	Discuss U.N. and its significance. Make a bulletin board display of prominent leaders of all races past and present in the struggle for civil rights.	Film: A Mask For You and a Mask For Me 4109 (Grades K-3)
II. Sharing, Taking Turns, and Being a Good Sport Are Important to Everyone	Find out which buildings in the community are used by all peoples.	Carlson, Natalie The Empty Schoolhouse
	Discuss current race struggle developments.	Beim, Jerrold Smallest Boy in the Class
	List areas in which the Negro and Mexican feel they do not get equality of treatment today. This can be done by scanning daily newspapers for ideas.	Film: How Friends Are Made 4123 (Grades K-3)
	Talk about contributions of people who have talents similar to ours. Discuss how these affect us.	Film: Rock in the Road 4106

CONCEPT: All people have the same basic rights and responsibilities (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
	Discuss: Should we give special help to handicapped people, or is this giving unequal treatment? Should we give special education to children in ghettoes? Is there any difference between handicapped children and ghetto children? Through the use of sharing period, demonstrate the right of the individual to express himself.	

Concept: Prejudice based upon social or cultural differences is a barrier to understanding which affects those with prejudice and those discriminated against.

CONTENT	LEARNING ACTIVITIES	RESOURCES
I. The Study of Prejudice		Films: Mask For You and A Mask For Me 7403 (Grades K-3) Skipper Learns A Lesson 772 (Grades K-3) How Friends Are Made 4123 (Grades K-3)
A. Stereotypes	Ask students to relate or list prejudices or false impressions which they have had in the past about anything and which later they found to be wrong. Ask students to respond to the questions: ..What would I like to know about the other races? ..Do nationality jokes cause prejudices? Why? ..What other people that you know about besides black Americans were enslaved?	Bibby, Cyril Race Prejudice, Education Baruch, Dorothy W. Glass House of Prejudice Doss, Helen G. Family Nobody Wanted
B. Achievements	Make a bulletin board display, "Americans All". Use a pictorial bulletin display of contemporary minority group achievers in the fields of government, education, sports, entertainment. Let students add to display. Use minority group speakers. Share magazine and newspaper articles emphasizing positive accomplishments of minorities.	Social Education: Misiaszek, Lorraine "The Cultural Dilemma of American Indians" Banks, James A. "Relevant Social Studies" Dumont, Robert V., Jr. "Cherokee Children and the Teacher" Joyce, William W. "Minority Groups in American Society" Inn, Agnes M.S. "The Orientals" Valdes, Daniel T. "The U.S. Hispano" Vogel, Virgil J. "The Indian in American History"

CONCEPT: Prejudice based upon social or cultural differences is a barrier to understanding which affects those with prejudice and those discriminated against. (continued)

CONTENT	LEARNING ACTIVITIES	RESOURCES
C. Ostracism	Discuss or write about - "How would you feel if": ..no one wanted to play with you? ..someone called you a name? ..someone made unkind remarks about a member of your family? Use these topics as story starters "How I felt when": I felt left out when... Others like (dislike) me because... Things I don't like about people are... I'd like to move because...	Grambs, Jean Dresden Intergroup Education Open-ended stories: "Eeny-Meeney-Mo" "Seed of Distrust" "But Names Will Never Hurt Me" Film: Island of the Blue Dolphins 7405 (Grades 4-6) Keats, J. Snowy Day Krumgold, Joseph And Now Miguel Burden, Shirley I Wonder Why Anglund, J.W. What Color Is Love? Shotwell, Louisa Roosevelt Grady
D. History of Minorities The Japanese as an example of the extent to which prejudices can breed extreme hatred 1. Japanese immigration to U.S. 2. The Internment years and their effects	Independent activity could be set up for familiarization with names and events in history of minorities. One set of 3x5 cards, print dates, important events, and other clues. On another set of cards, names only. Correctly matched cards have corresponding numbers on the back. Dramatize an event from the history of a minority; e.g., a slave sale, the internment of Nisei, the coming of the Padres and the resulting	Daniels, Roger The Politics of Prejudice Hosokawa, Bill Nisei, The Quiet American, The Story of People Leather, Noel In-America Series

CONCEPT: Prejudice based upon social or cultural differences is a barrier to understanding which affects those with prejudice and those discriminated against. (continued)

CONTENT	LEARNING ACTIVITIES	RESOURCES
3. Readjustment after World War II	changes among California Indians.	
	Read Citizen 13660. Share pictures of one person's views of life in a relocation camp.	Okubo, Miné Citizen 13660
E. Self Image	Learn the accomplishments of minorities at every level of our government.	The pictures found in Look, Life, Ebony, or Photographic Annual are often closely related to the many ideas and themes teachers will want to discuss with students.
	Investigate businesses in the area that are owned by members of minority groups. Use this information in any discussion of community, county, etc.	
	Teach popular and folk songs from records.	Records: "Freedom Isn't Free" "Up With People" "What Color is God's Skin" "Which Way America" "The Family Nobody Wanted" "Mary Jane" "Brady" "Runaway Slave" "Roosevelt Grady"
	Use "Up With People" as a bulletin board title. Have students use old magazines to cut colored pictures of all people. Paste or glue to 12x18 construction paper in pop poster fashion.	
	Invite members of minority groups as speakers.	Scholastic Book Unit on "Prejudice"

CONCEPT: Prejudice based upon social or cultural differences is a barrier to understanding which affects those with prejudice and those discriminated against. (continued)

CONTENT	LEARNING ACTIVITIES	RESOURCES
F. Imaginary differences in people	Create ways to demonstrate prejudice to students who have never felt it, such as -- Give special privileges for only one day to all blue-eyed students, such as first out to recess; first to choose activities, etc. At the end of the day discuss how this made the other students feel. Tell the students that something bad has happened and you do not know who is responsible. Have everyone write their name on a piece of paper and put the names in a box. Draw out two names and tell these two students that they are the ones to be punished. Discuss how this made everyone feel before telling the students why you were doing this.	Film: What Will Pete Do? 4125 (Grades 4-6)
G. Other criteria for prejudice: clothing, age, general appearance, family background, residence, material wealth, athletic prowess, mannerisms.	Role play.	Swift, Hildegard, H. North Star Shining

GRADES K-6

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6110	American Cowboy (20)
694	Apache Indians (11)
7346	Arts and Crafts of Mexico (Pottery & Weaving) (14)
7347	Arts and Crafts of Mexico (Basketry, Stone, Wood) (11)
3431	Buckeyes (13)
2131	Boy of the Navajos
2729	California Dawn: Missions, Ranchos, and Americans (13)
3728	California Dawn: Spanish Explorers (13)
930	Color of Man
7359	Discovering the Music of Africa (22)
7360	Discovering the Music of Japan (22)
3173	Father of the Southwest (13)
4126	Guidance: What's Right (10)

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432	Hopi Arts and Crafts (10)
434	Hopi Indians (10)
4023	Homes Around the World (11)
4123	How Friends are Made (10)
761	Indian Dances (10)
1414	Indians of California (Part I)
1415	Indians of California (Part II)
2381	Indians of the Plains (11)
7402	Ishi: Between Two Worlds (19)
7405	Island of the Blue Dolphins (20)
3547	Japanese Boy, Story of Taro (22)
7199	Japanese Mountain Family (18)
2355	Kindness to Others (11)
563	Loon's Necklace (10)
7403	Mask for You and a Mask for Me (20)
820	Meet the Sioux Indians (11)
3375	Mexican Boy, Story of Pablo (22)
7263	Missions of the Southwest (15)
4128	My Mother is the Most Beautiful Woman in the World (10)
936	Navajo Canyon Country (13)
788	Painting with Sand (11)
1507	Peaceful Ones (Hopi) (13)
4109	People are Different and Alike (11)
3391	Pine Nuts (13)
3729	Ranchos and Americans
4106	Rock in the Road (6)
772	Skipper Learns a Lesson (10)
460	Spanish Influence in U.S. (10)
4131	Stone Cutter (Japanese Fable) (6)
3170	Villages in the Sky (12)
2274	Ways to Settle Disputes (11)
954	Weavers of the West (13)
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4034	What Does Our Flag Mean? (11)
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CALENDAR OF EVENTS

January

January 1 (1735-1818)	Paul Revere
January 1 (1752-1836)	Betsy Ross
January 6	Four Freedoms Day
January 15 (1929-1968)	Martin Luther King, Jr.
January 17 (1706-1790)	Benjamin Franklin
January 20	Inauguration Day (every four years)
Second week of January	Bill of Rights Week (including Human Rights)

February

(Usually in early February)	Chinese New Year
February 11 (1847-1931)	Thomas A. Edison
February 12 (1809-1865)	Abraham Lincoln
(Week of Lincoln's Birthday)	Negro History Week
February 14 (1817-1895)	Frederick Douglass
February 22 (1732-1799)	George Washington
(Week of Washington's Birthday)	Brotherhood Week

March

March 3	Japan Peach Festival - (Girls Day)
March 7	Conservation, Bird, and Arbor Day
March 7 (1849-1926)	Luther Burbank
March 15 (1767-1845)	Andrew Jackson
March 17	St. Patrick's Day
March 23 (1775)	Patrick Henry's Speech "Give Me Liberty or Give Me Death"

April

April 4 (1818)	Adoption of Flag (Thirteen Stripes and Stars)
April 13 (1743-1826)	Thomas Jefferson
April 14	Pan-American Day
April 19 (1775)	Patriots Day (Lexington and Concord)

CALENDAR OF EVENTS

May

May 5	Japan - (Boys Day)
May 5 (1862)	Mexico - Cinco de Mayo Day
May 14 (1607)	Founding of Jamestown Settlement
May 29 (1736-1799)	Patrick Henry
May 30	Memorial Day
May 30 (1848)	The Treaty of Guadalupe-Hidalgo
Third Saturday	Armed Forces Day

June

June 6 (1755-1776)	Nathan Hale
June 14 (1777)	Flag Day

July

July 4 (1776)	Independence Day

September

First Monday	Labor Day
September 9	Admission Day
September 14 (1779-1843)	Francis Scott Key
September 16 (1810)	Mexican Independence Day
September 17 (1787)	Citizenship Day (formerly Constitution Day)
Fourth Friday	American Indian Day
September 25	Vasco Balboa (1475-1517) - discovered Pacific Ocean
(varies each year - late September or October)	Rosh Hashanah - Jewish New Year

October

October 12	Columbus Day
October 24	United Nations Day
October 30 (1735-1826)	John Adams
October 31	Halloween

CALENDAR OF EVENTS

November

November 1	All Saints or All Hallows Day
First Tuesday after first Monday	Election Day
November 5	Guy Fawkes Day - England
November 11	Veterans Day
November 19 (1863)	Lincoln's Gettysburg Address
Third Thursday	Thanksgiving Day

December

December 10	Human Rights Day
December 15	Bill of Rights Day
December 16	The Posada (nine days)
December 25	Christmas Day
(varies each year based on Jewish calendar of the 25th of Kislev)	Hanukkah

GRADES

SEVEN THROUGH TWELVE

Mexican - American Studies

CONCEPT: There is a fundamental relationship between the development of one's attitudes and one's culture.

CONTENT	LEARNING ACTIVITIES	RESOURCES
I. The Concept of Culture	Identify at least four myths commonly held about the Mexican.	Unconscious Cultural Clashes Santa Clara County
A. Definition of cultural groups	Are these names representative of attitudes? ..an American of Mexican descent ..Mexican-American ..Mexican ..Chicano ..Spanish	Santa Barbara Schools, History of the Mexican-American: A Curriculum Guide for Teachers
B. Definition of ethnic groups	Try to pick up clues to attitudes by the label. List five characteristic differences between Mexican-American culture and Anglo-American culture.	
C. Definition of acculturate	List contributions of Americans who are bicultural, bilingual people, compared with those completely assimilated.	

CONCEPT: The Mexican Indian has an advanced civilization.

CONTENT	LEARNING ACTIVITIES	RESOURCES
I. Pre-Columbian Indian Civilizations	Discuss theories of origin of Americans. Search for evidence that leads to Asian origin theory. Encourage oral reports on any one of the major Indian tribes. Make a timeline showing what else was going on in the world at this time.	Spinden, Herbert Ancient Civilizations of Mexico and Central America Bannon, John History of the Americas, pp. 18-38 Film: Mayas 4080
A. Maya 1. Old Empire 2. New Empire 3. Accomplishments	Compare Mayan civilization and cultural achievements with other ancient civilizations: a) Architecture (civic center, acropolis, pyramidal temples, faced concrete, facade decoration). b) Art (sculptured lintels, mural paintings, figures of men and serpents, vases and engraved pots). c) Calendar and astronomy.	Film: Early American Civilization (Maya, Aztec, Inca) 1688 Forbes, Jack Mexican Americans Film: Incas 4079
B. Toltecs 1. Imperialists 2. Accomplishments	Assign reports listing the contributions made by the Indians to Mexican society. Compare Indian cultural levels in science and art with the best of European and Asiatic cultural achievement.	Bancroft, H.E. The istory of Me co
C. Aztecs 1. Rise to power 2. Under Montezuma 3. Accomplishments	Show slides, National University of Mexico, Justo Sierra 16, Mexico D.F. List contributions of the ancient Indian civilizations.	Film: Aztecs 2123 Nava, Julian Mexican Americans, Past, Present and Future (Student use)

CONCEPT: The Spaniards exported their heritage to the New World.

CONTENT	LEARNING ACTIVITIES	RESOURCES
II. Spanish tradition and attitudes exported to the New World	Brainstorm the effect these traditions had on American colonies.	Bannon, John History of the Americas
A. Political tradition	Assign a report on the Conquistador.	Brandenburg, Frank The Making of Modern Mexico
	Compare and contrast Anglo-Saxon (English) traditions to the Spanish. Emphasize in order to develop the concept of cultural clashes that were to develop after Anglo influence was established in the Southwest.	fs: Minorities Have Made America Great, Part 2
	Define Spanish political tradition (highly personalized and uncompromising - Patria Chica).	fs: La Raza, A History of Mexican American in the United States
B. Economic tradition	Study relationship of geography of Mexico and economic development.	
	Discuss economic, religious, and social traditions of Spain.	McWilliams, Carey North From Mexico
C. Religious tradition	Do research on the missionary orders.	Gibson, Charles Spain In America
D. Social tradition	Study the Spanish social organization (patriarchal, double standard of morality, prime family unit, extended family hands).	Nava, Julian Mexican-Americans, Past, Present and Future
E. Multi-ethnic background of the Spaniard	Explode the myth of "pure blood".	
	Assign an oral report on the colonization of the New World by Spain.	fs: Spain Establishes a Great Empire

7-12

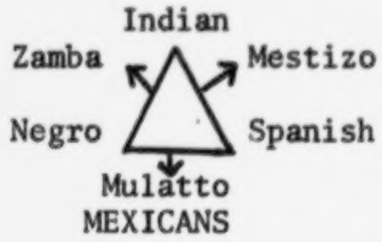
CONCEPT: The Mexican had a role in the discovery, conquest and exploration of the New World.

CONTENT	LEARNING ACTIVITIES	RESOURCES
III. Discovery, Conquest and Exploration	Explore the role of the Mexican American in exploration. Emphasize the success of these early explorations depended on the Mexican.	McWilliams, Carey North from Mexico
A. Discovery by Columbus		Landes, Ruth Latin Americans of the Southwest, pp. 1-40
B. Conquest by Cortes	Learn why Spain did not colonize north of Mexico in the 16th century.	Bannon, John History of the Americas, pp. 1-100
C. Explorations	Encourage oral reports on any explorers. What type of person explored the New World? What institutions did he bring with him?	Leon-Portilla, Miguel The Broken Spears: The Aztec Account of the Conquest of Mexico
1. Panfilo de Nauaez		
2. Cabeza de Vaca and Estevan		
3. Fray Marcos and Estevan		Prescott, William History of the Conquest of Mexico
4. Francisco Coronado	Discuss the results of Coronado's expedition.	Film: Early American Civilization 1688
5. Juan Cabrillo	Report on the Manila Galleon and its role in California History.	Forbes, Jack Mexican Americans
6. Juan Oñate		
7. Fr. Eusebio Francisco Kino	List contributions of the explorers: ..Language ..Land systems ..Animals ..Tools ..Food ..Types of Work	McWilliams, Carey Mexicans in America
8. Fray Junipero Serra		Nava, Julian Mexican American Past, Present and Future
9. Juan Bautista de Anza		Film: Mexico's History 7517
10. Alejandro Malaspina	Brainstorm: Why do we view the Spaniard in much more romantic terms than either the Mexican or Indian?	

CONCEPT: The Mexican had a role in the discovery, conquest and exploration of the New World (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
11. Estabanico	Study the environment of the borderlands, the Indian populations and their effect on settlement and development.	

CONCEPT: The Mexican American has an identity.

CONTENT	LEARNING ACTIVITIES	RESOURCES
IV. Spanish and Indian societies combine	Learn when slavery was abolished in Mexico.	Film (in Spanish): Mexico's Heritage 3833
A. Racial mixtures:	Investigate differences.	Burma, John Spanish-Speaking Groups in the United States
 Indian Zamba Mestizo Negro Spanish Mulatto MEXICANS	Explore racism in Mexico. Research Indian revolt against Spanish rule.	Nava, Julian Mexican Americans Past, Present and Future McWilliams, Carey North From Mexico
B. A new Mexican society	Research role of the church.	Film: Mexican Boy 3375
1. Spaniards 2. Mexicans born Spaniards	Study how both Spanish and Indian traditions contributed to the Mexican.	Pitt, Leonard The Decline of the Californios
3. Mestizos 4. Indians	Examine in detail the four classes in class system.	Record: Lopez, Latin American Album
C. Mexican music	Play records which show influence of Spanish music (guitar) and Indian music (drum and gourd) on modern Mexican music.	Film: Neighbors 2477
D. Religious ceremonies	Identify both Spanish and Indian contributions.	Film: Boundary Lines 712
E. Art	Encourage reports which show how both Indian and Spanish traditions contributed to the Mexican.	Santa Clara County, Teachers Resource Guide, Creating for Many Cultures
F. Architecture		Simpson, Lesley Byrd Many Mexicos
		fs: La Raza

CONCEPT: Mexico develops nationalism.

CONTENT	LEARNING ACTIVITIES	RESOURCES
V. Nationalism		
A. Settlement of Alta California	How did the Spanish transfer their class system to the missions? How did this affect Mexicans?	Turner, Frederick The Dynamics of Mexican Nationalism
1. Missions	Encourage oral reports on life in California, 1769-1820.	Sunset: Missions
2. Ranchos	Place the missions on a map of California.	Landes, Ruth Latin American of the Southwest, pp. 1-46
3. Haciendas	Discuss the purpose of the missions.	
B. Mexico gains independence from Spain	Publish a newspaper which discusses the Mexican Independence and their heroes.	Bannon, John History of the Americas, pp. 445-579
1. Failure of Father Hidalgo and Father Morelos to achieve a social revolution		
2. Impact of "El Grito de Dolores" on the national conscience		
3. Success of Iturbide		
C. Americans migrate into Mexican territories	Trace on a map the routes of early California explorers.	Field trips: Santa Clara Mission Mission Dolores San Juan Bautista New Almaden Museum
1. California	Report on important skills: mining, ranching, arid farming, sheep raising.	
2. New Mexico		

CONCEPT: Mexico develops nationalism (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
3. Texas	Learn importance of mining in development of California.	
D. Problems between Mexico and the United States	Debate the pros and cons of Manifest Destiny as applied to Texas and California.	Pitt, Leonard Decline of the Californios
1. Cultural conflicts between American settlers and the Mexican government	Dispute: Were the Americans justified in acquiring areas they believed were not being utilized to their maximum potential?	Landes, Ruth Latin Americans of the Southwest, pp. 47-5
	Have students report on the origins and significance of Cinco de Mayo, Dieciseis (16th) de Septiembre.	Toor, Frances A Treasury of Mexican Folkways
2. Mexican-Texas War	Argue: Can we condemn past actions using today's value systems?	Guest speaker: Invite a person from the Mexican Consul or other interested group to elaborate upon the Mexican viewpoint concerning the loss to Mexico of the Southwest.
3. Manifest Destiny and the problems between Mexico and the United States	Research slavery issue.	
4. Annexation of Texas	Learn how the Mexican attitude toward land ownership differs from that of the Americans.	Forbes, Jack Mexican-Americans
5. Mexican-American War	Assign students to delve into the writings of such men as Houston, Austin, Polk, Lincoln, and Thoreau which deal with the Mexican acquisitions. Encourage students to become proficient enough concerning the viewpoints of these men that those viewpoints could be defended in roleplaying situations.	fs: California, Texas and the Mexican War fs: Mexican Cession and the Gadsden Purchase fs: La Raza
	Have students view the Mexican-American War as a culmination of three decades of cultural conflict.	

CONCEPT: The violations of the Treaty of Guadalupe-Hidalgo set the tone for relations between Mexican-Americans and Anglo-Americans.

CONTENT	LEARNING ACTIVITIES	RESOURCES
VI. Guadalupe-Hidalgo Treaty		
A. Provisions	Study the Treaty of Guadalupe-Hidalgo. Evaluate the stipulations.	Treaty of Guadalupe-Hidalgo
1. Spanish-speaking retain property rights	Have students list promises.	McWilliams, Carey *The Mexicans in America*
	Brainstorm the ill effects of the Treaty on the peoples of the Southwest.	McWilliams, Carey *North From Mexico*
2. Spanish-speaking keep right to use Spanish language	Investigate American attitudes toward Mexicans at this time.	Film: *California Becomes a State* 3736
3. Spanish-speaking right to adhere to own customs and traditions	Pinpoint the fact that this is only minority (outside of Indians) who were annexed by Congress, and only minority whose rights were specifically safeguarded by Treaty provisions.	Nava, Julian *Mexican-Americans, Past, Present and Future*
4. Spanish-speaking retain their Catholic faith	Locate pictures of border towns.	
	Learn the role of the Mexican in sheep raising, cattle raising, cowboy culture, irrigation and land systems, mining, railroads, cotton and produce farming.	
B. Bitterness between Mexico and the United States	List such results of Mexican war as mutual hostility, etc.	Ferguson, Harvey *Rio Grande*
C. Unfair land grab	Assign students the task of tackling some of the problems involved in settling the Spanish and the Mexican land grant claims.	Morin, Raul *Among the Valiant*

CONCEPT: The violations of the Treaty of Guadalupe-Hidalgo set the tone for relations between Mexican-Americans and Anglo-Americans (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
D. Foreign miners' tax law of 1850	Write a story depicting how Spanish-speaking people were driven from the gold fields.	James, Daniel Mexico and the Americans
	Research and discuss plight of such men as John Sutter.	
	Explore the problems of solving land claims in Santa Clara County area.	Visit Santa Clara County archives for actual cases.
E. Socio-economic status of Mexican-Americans	Investigate origin and development of Mexican-American as second class citizen. Remember, Mexico is the only country the United States has conquered. Mexican-Americans are the only minority brought into the United States as the conquered.	Pitt, Leonard The Decline of the Californios fs: La Raza
F. Mexican-American ties and sympathies with Mexico	Study the map and events in Mexico's history to help explain Mexican and American relations.	

CONCEPT: Improvement in relations between Mexico and the United States.

CONTENT	LEARNING ACTIVITIES	RESOURCES
VII. Mexican-United States Relations 1870 - Present A. American economic imperialism in exchange for industrialization of Mexico	Research those facets of economic imperialism which apply to Mexico during the last.part of the 19th century. How does imperialism of United States during this period compare with imperialism of other industrial nations?	Rubel, Arthur Across the Tracks, Mexican-American in a Texas City Griffith, Beatrice American Me
B. Mexican revolutions after 1910		Paz, Octavio Labyrinth of Solitude: Life and Thought of Mexico
1. Large scale immigration to the United States	Have panel discuss: Should Americans be blamed for going into Mexico? Should Diaz be blamed for letting Americans in?	Community library Original research: Encourage research using the facilities of local libraries, the archives of local newspapers.
2. President Wilson's efforts to protect United States' interests	Discuss the bitterness between the United States and Mexico that resulted from the confusion of the Mexican revolution, from Pancho Villa's raid, and from Pershing's expedition.	
C. Expropriation of the United States' railroad, land and oil interests by Mexico led to bitterness in the United States	Research American losses in agricultural land, in oil lands, in railroad lands, and in mining claims. Study Diego Rivera's paintings which indicate "Yankee go home" attitude. Research the causes and effects of the Revolution of 1910 and the Revolution's influence on the Southwest.	Community library Turner, Frederick The Dynamics of the Mexican Revolution

CONCEPT: Improvement in relations between Mexico and the United States.

CONTENT	LEARNING ACTIVITIES	RESOURCES
D. Good Neighbor Policy	Question: Did President Roosevelt foster better relations between the United States and Mexico?	Bannon, John *History of the Americas*
E. Fair Employment Practices Commission		Taylor, Paul *An American-Mexican Frontier: Nueces County, Texas*
F. More stable Mexican government	Outline events which caused the more stable Mexican government.	Rubel, Arthur *Across the Tracks, Mexican-American in a Texas City*
G. Chamizal Settlement	Study the Chamizal question: how was the problem solved? What did the settlement mean to relations between Mexico and the United States?	Films: *Mexico* 7090 *Mexico* 7481

CONCEPT: Mexican migration has contributed significantly to the development of the Southwest.

CONTENT	LEARNING ACTIVITIES	RESOURCES
VIII. Mexican Migration		
A. Mexico	Investigate Mexican frustration with land redistribution.	Galarza, Ernesto Mexican-Americans in the Southwest
1. population expanding	Learn how it's possible to travel by coach to American side. Review implications.	
2. scarcity of jobs		
3. 1880-1910 railroad construction		
B. United States		
1. cheap Mexican labor to build railroad	Depict Mexicans working in this hot, rugged terrain of the Southwest.	Galarza, Ernesto Merchants of Labor
2. housing available	Display pictures of these "boxcar" villages.	Film: Harvest of Shame 7206
C. Differences from other groups		
1. geographically familiar	Study nebulous border.	Film: Roots of Happiness 1768
2. culturally familiar	Trace immigration patterns from Mexico to United States from 1910 to present.	McWilliams, Carey North From Mexico
3. historically familiar	Note temporary migration (go and come).	
D. Mining	Research Spain's ancient mining tradition.	
1. patio process		

CONCEPT: Mexican migration has contributed significantly to the development of the Southwest (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
2. New Almaden quicksilver mine 3. Santa Rita silver and copper mine, New Mexico	Assign reports on Mexicans' contributions to mining.	Field trip: New Almaden Museum Films: Mexico 7090 Mexico 7481
E. Sheep husbandry	Have a special report: Sheep husbandry in United States owes more to Spain than to any other nation.	Galarza, Ernesto Mexican-Americans in the Southwest
F. Cattle industry		
G. Cotton farms in Texas and Arizona H. Irrigation unlocked resources of Southwest	Assign a group of students to research and show the importance of the Bracero program in meeting United States farm labor needs. Have the students show what the economic loss to the United States would have been had it not been for the Braceros.	Galarza, Ernesto Merchants of Labor Dvorin, Eugene California Politics and Policies
I. Produce farming in the "winter gardens" of the Southwest	Research the impact of Mexican immigration upon the Santa Clara County area. Debate: Should there be restrictions upon immigration from Mexico to the United States?	Romano, Octavio "The Anthropology and Sociology of the Mexican-American," El Grito
J. Shifting pattern from rural setting to urban	Research the percentage of Mexican-Americans in rural and urban occupations.	Sanchez, George Forgotten People: A Study of New Mexicans

CONCEPT: Mexican-Americans have been and continue to be a pluralistic people.

CONTENT	LEARNING ACTIVITIES	RESOURCES
IX. Mexican-Americans		
A. Largest ethnic minority in California	Conduct research as to where Mexican-Americans reside in United States.	Forbes, Jack Mexican-Americans
B. Least "Americanized"	Compare Mexican-American to European immigrants in terms of "acculturation" and "assimilation".	Banfield, Edward Big City Politics
	Discuss implications of European immigrants being cut off from their roots so must assimilate, whereas Mexican can commute across border to work, etc.	Nava, Julian Mexican-Americans, Past, Present and Future
C. Not homogeneous with identical values, customs and aspirations	Divide Mexican-American community along class (economic) lines: affluent rancher, businessman, public official, migrant farm worker, self-sufficient farmer.	Galarzo, Ernesto Mexican-Americans in the Southwest
	Divide Mexican-American community on the basis of degree to which the individual has become Anglicized and integrated into larger society.	Nava, Julian Sociology, Background and Mood of Mexican-American
	Divide Mexican-Americans according to degree of Caucasian ancestry (Mexican vs. Spanish-American, etc.).	Galarza, Ernesto Special Problems of Mexican-American
D. The Mexican-American family structure	Invite a Mexican-American married couple to class to explain the Mexican-American view of the family. Invite people who could illustrate the differences between the Anglo and the Mexican-American family, particularly the roles of the father, the mother, and the children.	Madsen, William Mexican-Americans of South Texas

CONCEPT: Mexican-Americans have been and continue to be a pluralistic people (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
1. Extended family	Study ranchero or ranch family in California and village family concept in New Mexico. Visit a Mexican-American neighborhood. If possible, get selected students invited to stay for dinner in typical Mexican-American homes. If possible, spend the evenings discussing areas of common concern. This could be particularly meaningful if held in a migrant labor camp.	Sanchez, George Forgotten People: A Study of New Mexicans Saunders, Lyle Cultural Difference and Medical Care, the Case of the Spanish-Speaking People of the Southwest
2. Confused family role in a changing society	Debate: patriarchal family vs. democratic family.	
E. Language 1. Spanish preferred a. rural areas of southwest	Argue: If Mexican-American has pride in his heritage, Spanish is used in the home; he lives in a Spanish-speaking community, attends Spanish language movies, reads Spanish newspapers, and hears Mass conducted in Spanish in church; is it a language problem or an educational problem?	Burma, John Spanish-Speaking Groups in the United States
b. Mexican urban areas	Note: NEA recommendations which suggest the nature of the problem: bilingual instruction in preschool programs and early grades, teaching of English as a second language, emphasis on reading, writing and speaking of good Spanish.	NEA Report: "The Invisible Minority"

CONCEPT: Mexican-Americans have been and continue to be a pluralistic people (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
2. Bi-lingual a. urban area b. suburban areas c. fringes of Mexican neighborhoods in rural areas	Ask students to research the problems of segregation as applied to the Mexican-American in the Santa Clara area. Problem: Are the large concentrations of Mexican-Americans in certain areas of the country by choice? Ask students if there are advantages to being bi-lingual.	Gibson, Charles *Spain in America* Forbes, Jack *Mexican-Americans*
3. Dialect of Spanish heavily modified by English words and new expressions	Interview a cross-section of the Mexican-Americans in the Santa Clara area to ascertain their views as to Mexico being their Mother Country, their attitudes toward leaving Mexico, etc.	Dvorin, Eugene *California Politics and Policies*
	Attempt to ascertain if the Mexican-Americans in the Santa Clara area want integration, assimilation, or would be happier with a kind of self-imposed segregation.	Film: *Harvest of Shame* 7206
4. English	Compare first California Constitution which stipulated the state would be bilingual with the school system where only English is allowed to be spoken in the classroom and on the playground.	Film: *Desk for Billie* 1452 Film: *I Am Joaquin* 7520
	Illustrate the many handicaps to one who cannot keep up in school because of language problems by asking a Spanish teacher to come to class and teach the class some aspect of Mexican history in Spanish for one period. Test the students in Spanish over the material presented by the teacher. Discuss the results.	Santa Clara County, *Unconscious Cultural Clashe*

CONCEPT: Mexican-Americans have been and continue to be a pluralistic people (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
F. Education		
1. Culture of poverty	Discuss: Are grades affected when there are few cultural advantages in the home, such as books, paintings, recordings, etc? Make suggestions.	Pitt, Leonard Decline of the Californios Film: Not a Place But an Attitude
2. Social problems	Check your community for de facto segregation in schools based on residential segregation.	Films: Migrant Education Story The Many Schools of Jose
	Research and discuss the local school desegregation efforts. Should the students in such situations remain at the segregated school or should the students be bussed to other schools? Invite authoritative speakers to discuss both sides of the issue.	Samora, Julian La Raza: Forgotten Americans
3. Educational discrimination	Are tests given in English?	Film: Decision (Drop-Outs)
	Obtain statistics as to number of Mexican-American students in retarded classes.	
	Study the drop-out patterns of Mexican-American youth in the Santa Clara area. Interview drop-outs to ascertain their reasons for leaving school. Ascertain what the schools and the community could be doing to help keep some of these students in school.	Dvorin, Eugene California Politics and Policies Steiner, Stan La Raza: The Mexican-American
	Bring a person trained in testing to a class to talk about the significance of language and cultural fluency upon I.Q. tests.	Heller, Celia Mexican-American Youth: Forgotten Youth at the Crossroads

CONCEPT: Mexican-Americans have been and continue to be a pluralistic people (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
4. Economic	Analyze problems of migrants in education.	
	Research the drop-out rate of Mexican-American students in Santa Clara County, kindergarten through college. Attempt to find reasons.	
5. Mexican-American assets	Pinpoint on a map of Northern California the many rivers, mountains, roads, towns, monuments, etc. which bear Spanish names.	Mexican-American Community Services Agency; 1668 East Santa Clara Street, San Jose, California
a. Knowledge of more than one language	Bring to class examples of literature, art, and music enjoyed by Mexican-Americans.	Film: I Am Joaquin 7520
b. Bi-cultural	Prepare a mural depicting aspects of Mexican-American heritage.	Toor, Frances A Treasury of Mexican Folkways
1. folk arts 2. literature	Display Hispano-Mexican architecture, statues of outstanding Mexican-American leaders on bulletin board.	
3. dances	Display Mexican arts and crafts.	Film: Arts and Crafts of Mexico, Parts I and II 7346, 7347
4. music	Give attention to all classes of Mexican music, including folk-Indian, Hispano-Mexican, and neo-classical forms. Include mariachi music, Aztec music and dance, or Mexican brass band.	Santa Clara County, Creating for Many Cultures Romano, Octavio The Mirror
	Invite a Mexican-American musician, artist, craftsman, attorney or doctor to the class.	
	Ask students to research the contributions of the Mexican-Americans to the culture of the Santa Clara region in such areas as foods, architec-	

CONCEPT: Mexican-Americans have been and continue to be a pluralistic people (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
	tural styles, Spanish names of places, community leadership, part played in work force, etc.	
5. cooking	Exchange favorite recipes from different ethnic backgrounds.	
6. Employment		
a. Isolated areas	Research where Mexican immigrants are employed. (Desert cement plants, mines, railroad construction in desolate Southwest.)	Nava, Julian Mexican-Americans, Past, Present and Future
b. Mobility (migrant work)	Study effects of mobility on acculturation.	Galarza, Ernesto Merchants of Labor: The Mexican Bracero
c. Unskilled	Report on conditions in barrios and farm labor camps.	
d. Trades	Contact the welfare department to ascertain from a Mexican-American case worker the nature of the Mexican employment picture as applicable to Santa Clara County.	Films: Job Interviews: Three Young Men 7399 Job Interviews: Three Young Women 7400
	Encourage some students to visit a farm labor camp and spend time in the fields with the workers. Perhaps some students could catch a farm labor bus and share the working conditions of these people for one day.	Pitt, Leonard The Decline of the Californios: A Social History of the Spanish-Speaking Californians
	Tune in to a Spanish language radio program (or tape such a program) which advertises for Mexican-American men, women and children to come to work in the fields.	

CONCEPT: Mexican-Americans have been and continue to be a pluralistic people (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
e. Professions	Write to or interview employers who do not employ Mexican-Americans. Example: Ask the television industry why few Mexican-Americans are seen in commercials, etc.	
G. Strikes	Assign reports on: 1883 cowboy strike in the Panhandle called by Juan Gomez. 1903 over 1,000 Mexican and Japanese sugar beet workers struck in California. Mexican railway workers strike in Los Angeles. 1922 Mexican field workers in Fresno attempted to organize. 1927 organization of La Confederacion de Uniones Obreras. 1928 strike in Imperial Valley. 1930 strike in Imperial Valley. 1933 strike in Los Angeles of onion, celery and berry field workers. 1933 strike in San Joaquin Valley. 1933 strike in Imperial Valley. 1936 strike in Los Angeles of celery workers. 1936 strike in Orange County of citrus crop workers. Research other strikes of Mexican-Americans in Arizona, New Mexico, Texas, Idaho, Colorado, Washington and Michigan, including 1934 sheepherder strike, coal miners, etc. Study current labor movements, such as Chavez. (Grapes.)	Film: Decision at Delano McWilliams, Carey Ill Fares the Land: Migrants, Migratory Labor in the United States McWilliams, Carey Factories in the Field Galaza, Ernesto Merchants of Labor: the Mexican Bracero Story Aunne, John Gregory Delano: The Story of the California Grape Strike

CONCEPT: Mexican-Americans have been and continue to be a pluralistic people (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
H. "Los Pachucos"	Discuss the pattern of conflict - 1942.	
I. The Chicano	Define "Chicano".	
1. The Chicano movement	Study the heritage of conflict and myths which have developed and still persist.	McWilliams, Carey North From Mexico
	Research the values and goals of this movement.	Paz, Octavio, The Labyrinth of Solitude
2. La Raza	Have a panel discuss how far the dominant culture should go to meet the needs of its minority people and how far the minorities should go toward becoming assimilated into the dominant culture.	Samora, Julian La Raza: Forgotten Americans
J. "Zoot-Suit Race Riots" 1943	Brainstorm the metamorphosis of the Mexican-American.	Rendon, Armando "La Raza - Today Not Mañana"
K. Mexican-American political organizations	Assign reports on local political organizations (usually of a protest nature), American G. I. Forum, Mexican Liberal Party (MLP), League of United Latin-American Citizens (LULAC), Mexican-American Political Association (MAPA), Political Association of Spanish-Speaking Organizations (PASSO), American Coordinating Council of Political Education (ACCPE), etc.	Dvorin, Eugene California Politics and Policies Bustamente, Charles The Mexican-American and the United States

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Audio-Visual Materials

Unconscious Cultural Clashes. Contact KTEH, 45 Santa Teresa Street, San Jose, California.

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Educational Media Center:

7346	Arts & Crafts of Mexico (Pottery & Weaving) (14)	4079	Incas (11)
7347	Arts & Crafts of Mexico (Basketry, Stone, Wood) (11)	7399	Job Interviews: Three Young Men (16)
2123	Aztecs (11)	7400	Job Interviews: Three Young Women (17)
712	Boundary Lines (10)	4080	Mayas (11)
3736	California Becomes a State (12-1/2)	3375	Mexican Boy: Story of Pablo (22)
1452	A Desk For Billie (57)	7090	Mexico: Central & Gulf Coast Regions (18)
1688	Early American Civilization (14)	7481	Mexico: Northern & Southern Regions (17)
7206	Harvest of Shame (54)	7517	Mexico's History (14)
7520	I Am Joaquin (20)	3833	Mexico's Heritage (Spanish) (17)
		2477	Neighbors (9)
		1768	Roots of Happiness (25)

Films not available through County
Educational Media Center:

Decision at Delano - La Causa
Decision (Drop Outs) - Biden Co.
Migrant Education Story - Available through Inter-County Loan from S.C. Co. A/V Services
The Many Schools of José- Available through Inter-County Loan from S.C. Co. A/V Services
Not a Place But an Attitude - Available through Inter-County Loan from S.C. Co. A/V Services

Film Distributors

La Causa
1560 - 34th Avenue
Oakland, California 94601

Biden Co.
6311 Yucca Street
Hollywood, California 90028

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La Raza - A History of Mexican-Americans in the U.S. - Multi-Media Productions
Mexican Cession and the Gadsen Purchase - Curriculum Filmstrips
Minorities Have Made America Great - (Mexican-Americans) Schloat Productions
Spain Establishes a Great Empire - Yale Univ. Press

Film Distributors:

Yale University Press
92a Yale Station
New Haven, Connecticut 06520

Multi-Media Productions
580 College Avenue
Palo Alto, California

Curriculum Filmstrips
Caswell Elkins Company
Box 329
St. Helena, California 94574

Warren Schloat Productions
Pleasantville, New York 10570

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Mexican-American Center on East Santa Clara Street, San Jose, California.

Indian Studies

AMERICAN INDIAN

CONCEPT: The North American Indian had a cultural heritage of his own.

CONTENT	LEARNING ACTIVITIES	RESOURCES
I. Indian life prior to contact with Europeans	Locate Indian tribes prior to arrival of Europeans.	Hagan, William T. American Indians.
A. Pre-Columbian origin of the tribes	Locate Indian reservations today. Question the reasons for the locations of the Indian reservations.	
1. Lithic or Folsom culture	Encourage oral reports on archaeological discoveries in the United States. Compare the standard of civilization with rest of the world.	Marriott, Alice, and Carol Rachlin American Epic
2. Archaic Cohise culture		
3. Formative stage of development	Learn the estimated Indian population before the arrival of Europeans. Compare with the estimated Indian population today.	U.S. Statistical abstract Film: Ishi in Two Worlds 7402
a. Adena peoples	Do research to find what has been happening to the Indian land. Why must the Indians keep their land?	Forbes, A. Jack Native Americans of California and Nevada
b. Hopewellians		
c. Aqua-Plano group		
d. Woodland-Pueblo stage		Forbes, A. Jack The Indian in America's Past
B. Commonalities (Indianism)		American Heritage Book of Indians
1. Philosophy		Jones, Louis Thomas Indian Cultures of the Southwest
2. Religion	Study the Indian concept of religion, burial practices, agricultural developments, arts and crafts, kinship systems, political leagues, etc.	Mardock, George P. Our Primitive Contemporaries
3. Art	Assign a report on Charles Russell and look at his paintings of American Indians.	

CONCEPT: In the clash of cultures, the Europeans dominated.

CONTENT	LEARNING ACTIVITIES	RESOURCES
II. Contributions of the American Indians	Discuss: Which way did the American Indian live? What was important to them?	Baden-Powell, B. H. Indian Village Community
A. The Iroquois Confederacy founded long before Columbus	Report on contributions of Indians. Each Indian tribe achieved in one or more areas of endeavor, so this activity can encompass many days of study, reporting and evaluating	Hagan, William T. American Indians American Heritage Book of Indians
B. The Iroquois "extended family" as a prime unit and an excellent example of democracy		
1. restraint		
2. responsibility		
C. Indian heritage and conservation of the land, a prime "white man's" concern today	Investigate the ways the Indians conserved land.	
D. Indian crops: 4/7 of our farm products	Reports: Food: i.e., squash, watermelon, peanuts, potatoes, tomatoes, etc.	Jones, Louis Thomas Indian Cultures of the Southwest
E. Agriculture copied by Europeans coming to America	Agriculture: irrigation, planting techniques, cultivation, and storage of food.	
F. The Thanksgiving tradition		Films: Obsidian Point Making Sinew-Backed Bow and Its Arrows
G. Cultural heritage	Study the Indian contributions in art and literature.	Basketry of the Pomo

CONCEPT: In the clash of cultures, the Europeans dominated (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
G. Horsemanship	Investigate the Indians' know-how: domesticated animals, horsemanship, etc.	Rourke, Constance Roots of American Culture Smoke Signals, a publication of Indian Arts and Crafts Board
III. Culture Clash: The coming of the white man	List threats to the Indian way of life.	Hagen, William T. American Indians
A. Spanish in Southwest	Compare the Spanish, French and English policies of developing the new continent.	Film: American Indians before European Settlement 2433
B. French in St. Laurance River area	Debate whether the Indian way of life is better than our own. List the pros and cons of the Indian and American ways of life.	
C. English along Atlantic Coast		
IV. Historical development of the clash	Research textbooks, fiction, television, movies, and list the examples of bias.	Marriott, Alice and Carol Rachlin American Epic
A. The English Colonial period		
1. Jamestown and Powhatan	Investigate how the United States as a nation has dealt with the Indian in describing the past.	Jackson, Helen Hunt A Century of Dishonor
2. Wars of Tidewater Indians	Publish a newspaper written by American Indians giving current events of the English Colonial period.	Washburn, Wilcomb E. The Indian and the White Man
3. New England area tribes		Cummins, D. Duane The American Frontier

CONCEPT: In the clash of cultures, the Europeans dominated (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
4. Middle Colony tribes 5. Southern Indians 6. Pontiac's conspiracy and rebellion B. Indians and the Revolutionary War		

CONCEPT: In the cultural clash a system developed -- war, treaty, removal.

CONTENT	LEARNING ACTIVITIES	RESOURCES
V. United States-Indian affairs after 1783		
A. The System	Participate in role-playing where Indian children attend a school run by the Federal Government depicting white man's interpretation of U. S. history.	Deloria, Vine Jr. Custer Die for Your Sins
1. Indian wars		Film: What About Prejudice 2382
a. Wayne and Falling Timber	Devise a form of true Indian education where provision is made for Indian involvement, Indian control, local school representation, etc.	
b. Tecumseh and Harrison		Spicer, Edward Cycles of Conquest
2. Treaty period		
3. Removal		
a. Southern tribes	Study in depth the way of life of a single Indian tribe.	Josephy, Alvin M., Jr. The American Heritage of America
Cherokee 1817-39 Creek 1825-34	Have a panel react to "The Shadows of the Past".	
Choctaw 1820-30 Chickasaw 1832-37 Seminoles 1832-46	Find examples of mistreatment of the Indian in American history textbooks.	Jackson Helen Hunt A Century of Dishonor
b. Sauk and Fox 1831-32		Cummins, D. Duane and William G. White The American Frontier
B. The System on the westward frontier - the Great Plains		

CONCEPT: In the cultural clash a system developed -- war, treaty, removal (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
1. Comanche, Kiowa, and Kiowa-Apache of the Southern Plains	Ascertain whether the clash in the west was between the materialistic aspect of immigrants and the non-materialistic aspect of the Indians.	Marriott, Alice Kiowa Years
2. Cheyenne and Arapaho of the Middle Plains	Research present TV and movies as to stereotypes of Indians.	
3. Sioux of the Northern Plains		
C. The System in the Far West	Trace the treaty game (treaty followed treaty) and the involved minuet of diplomacy.	Billington, Ray A. Far Western Frontier
1. Nez Perce	Have a report on the breeding of horses.	
2. California Indians	Note the similarities between native populations in the United States and those which overwhelmed them.	Forbes, A. Jack Native Americans of California and Nevada Kroeber, Theodora Ishi, Last of His Tribe Pamphlet: Indians of California
D. The development of stereotypes	Investigate the basis for the stereotype - "The treacherous savage", "The drunken Indian".	Steiner, Stan The New Indians
1. The Indian		
2. The U. S. Cavalryman		
3. The cowboy		

CONCEPT: The Whites took it upon themselves to "care for" the Indians.

CONTENT	LEARNING ACTIVITIES	RESOURCES
VI. The Paternalistic Father complex	Brainstorm the effects of these traditions on the Indian, i.e. the handicap of dignity, Indian culture shuns confrontation, the avoidance of meeting of the eyes, and the firm handshake.	Cahn, Edgar S. Our Brother's Keeper: The Indian in White America
A. After removal the Allotment Acts (1887)		
1. Economic and spiritual base	List some of the myths we have about Indians.	Film: Forgotten Americans
2. Frauds	Contact Indians living in or near your community. Invite them to visit your class as resource persons.	
3. Design to destroy tribal unity and Indian identity		
4. Effect of allotment (3/4 of land base lost)	Evaluate the real effect the Allotment Acts had on the landless Indians in relieving their problems.	
5. Missionizing of Indians - effect on Indian		
VII. Indian Reorganization Act	Do research on unratified treaties. Check the meeting in 1968 when 300 Indians from all parts of the U.S. convened in Henryetta, Oklahoma, to try to recapture "treaty rights" that were abrogated and abolished by Act of 1871.	Kappeler, Charles Indian Affairs: Laws and Treaties
A. Abrogation of unratified treaties		
B. Imposition of Governmentally-sponsored councils	Discuss interpretations of "as long as the grass shall grow and the rivers shall run" for Indian treaties.	La Farge, Oliver As Long as the Grass Shall Grow

CONCEPT: The Whites took it upon themselves to "care for" the Indians (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
C. Limited self government		
D. In general, stopped allotment process (added to Indian land base)	Assign a report on Bureau of Indian Affairs. What is it? What is it doing for the American Indian? Explain the relationship of the BIA to the Indians and the reasons the Indians are critical of the BIA.	
E. Revolving Loan Fund		
1. Tribes and individuals		
2. Good repayment		
F. Intended theory of IRA (Constitutionality of IRA)	Study the Indian Reorganization Act of 1934.	Marriott, Alice and Carol Rachlin American Epic: The Story of the American Indian
G. Effect on tribes		
1. Descriptive effect of foreign system of government	Correspond with Indian students living on reservations.	
2. Tribal government vs. traditional councils	Brainstorm why the Indians were forced to remain a "silent minority".	Filmstrip: The American Indian A Dispossessed People
3. Legitimization of BIA control		

CONCEPT: Withdrawal of Federal services and protection has created serious problems for today's Indians.

CONTENT	LEARNING ACTIVITIES	RESOURCES
VIII. Assimilation A. Withdrawal of Federal Services and Protection	Debate: Should the American Indian be allowed to live in his own way apart from the rest of society, or should he be encouraged to assimilate into the dominant society?	Stiner, Stan The New Indians
B. From a White viewpoint	Have students read different books about the Indian, i.e., Ramona by Helen Hunt Jackson and When the Legends Die by Hal Borland. Students report on the books read and the significance of their reading.	Brophy, William A., and Sophie D. Aberle The Indian: America's Unfinished Business
C. From Indian viewpoint (Genocide)		
D. Effects of present day policies		
1. Economic	Discuss contemporary problems of present day Indians.	
2. Psychological		

CONCEPT: The new Indian has a place in our pluralistic society.

CONTENT	LEARNING ACTIVITIES	RESOURCES
IX. Who is an Indian?	Do research for ..a civil definition ..a legal definition ..a political definition ..a tribal definition	
X. The Indian's World Today		
A. The Indian is deprived: only his heritage is left	Discuss: Why do Indian children drop out of school before finishing high school? What can students do to improve image of the Indians?	Friends, Society of: Indians of California, Past and Present
1. Continual land erosion by the progressive white man		Films: Boundary Lines What About Prejudice? Pride and Shame
2. The Indian is ill-trained to compete in a white man's society	Brainstorm possible solutions: ..should American Indians be self-governing? ..should they be educated in a different manner? ..should they be governmentally assisted in a basically different program?	
a. lack of education		
b. language barriers		
c. desire, or lack of, for self-preservation		
XI. The Native Awakening		
A. The struggle for equality	Have a panel discuss the difficulty of Indian of Indian leadership on a national level.	*Time*, February 9, 1970

CONCEPT: The Indian has a place in our pluralistic society (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
1. National Indian political unity a. Grassroots involvement b. Indian-drafted comprehensive legislation		
B. The struggle for citizenship 1. Indian-controlled affairs and institutions 2. Ombuds man	Brainstorm what needs to be done, i.e.: ..Indian task forces ..Reverse relocation ..Indian laws ..Indian control over BIA	Stiner, Stan The New Indians
C. The struggle for land and compensation 1. Recognition of tribes and groups	Have Indians explain why they prefer to maintain many of their Indian ways and why they feel them superior to the white man's way.	
2. Enforcement of treaties and aboriginal rights 3. Boundary management	Have students bring in newspaper clippings regarding current activities of Indians, i.e. occupying Alcatraz.	Current publications
D. The struggle against discrimination and poverty	List ways of revising stereotyped images in textbooks and audio-visual aids, mass media, curriculum, advertising.	

CONCEPT: The Indian has a place in our pluralistic society (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
	Debate who should speak for the Indian. Why?	Filmstrip: The American Indian: A Dispossessed People Film: Forgotten Americans
E. The struggle for a better education		
1. Educational programs	Indicate the need for Indian involvement in educational programs, politization, increased awareness, and educational programming for youth and adults.	*Look*, June 2, 1970
2. Educators	Emphasize the need for careful selection of teachers, development of Indian teachers, teacher aides, and innovative inservice training.	

GRADES 7-12 (INDIANS)

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Books

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GRADES 7-12 (INDIANS)

Bibliography

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Smoke Signals. Washington, D.C.: Indian Arts & Crafts Board of U.S. Department of Interior.

Spicer, Edward H. *Cycles of Conquest: The Impact of Spain, Mexico, and the United States on Indians of the Southwest, 1533-1960*. Tucson: University of Arizona, 1962.

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Washburn, Wilcomb E. *The Indian and the White Man*. Garden City: Anchor Books, 1964.

Audio Visual Materials

Films available through Santa Clara County Educational Media Center:

2433 American Indians Before European Settlement (11)
712 Boundary Lines (10)
7402 Ishi in Two Worlds (19)
2382 What About Prejudice? (12)

Films not available through County Educational Media Center:

Acorns (California Indians) - U.C.
Basketry of the Pomo, Forms & Ornamentation - U.C.
Basketry of the Pomo, Introduction - U.C.
Basketry of the Pomo, Techniques - U.C.
Obsidian Point Making (California Indians) - U.C.
Pride and Shame - Robeck
Sinew-Backed Bow and Its Arrows - U.C.

Forgotten Americans - Carousel

Film Distributors

University of California
Ext. Media Center
Film Distribution
2223 Fulton Street
Berkeley, California 94720

Peter M. Robeck & Co.
230 Park Avenue
New York, New York 10023

Warren Schloat Productions
Pleasantville, New York 10570

Guidance Associates
Pleasantville, New York 10570

Carousel Films, Inc.
1501 Broadway, New York, New York 10036

GRADES 7-12 (INDIANS)

Bibliography

Audio Visual Materials (Continued)

Filmstrips

Minorities Have Made America Great
(American Indians, Parts I & II) - Schloat

American Indian: Dispossessed People -
Guidance Associates

Black Studies

CONCEPT: Race refers to a method of classifying man.

CONTENT	LEARNING ACTIVITIES	RESOURCES
I. The Concept of Race	Discuss (open-ended): What is race?	Bennett, Lerone, Jr. Before the Mayflower Film: Color of Man 930
A. Definition of race	Research state laws on race and color definition.	Franklin, John Hope The Negro in the Twentieth Century, pp. 5-8
B. Myth vs. Fact Blood Pigment Language Geography Religion Culture Innate Intelligence Shape of head Facial features Physical stature Hair follicles	Read "What is a Negro?" Ask class to determine what a Negro is today.	Film: Boundary Lines 712
	Read and discuss "We are all Africans?"	Franklin, John Hope The Negro in the Twentieth Century
	Make a bulletin board display of a racial tree showing how all races can have each of the mythical characteristics discussed. Show how each can overlap.	
	Discuss the phrase "All men are created equal." Does it mean ..are born with the same intelligence? ..have the same potential physical capabilities? ..should have the same opportunity to advance? ..have equal treatment by the laws? Is special help to handicapped people giving unequal treatment?	Sindler, Allan Change in the Contemporary South Chapter 3 fs: Exploding the Myths of Prejudice Film: Picture in Your Mind 3186
C. Definition of Afro-American, Black, and Negro	Survey: What do you want to be called?	Ebony

CONCEPT: Race refers to a method of classifying man (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
D D. Races of man 1. Mongoloid 2. Negroid 3. Caucasian	Map activities on the origins of man. Discuss culturally biased tests of intelligence. Make a bulletin board display of a racial tree showing how all races can have each of the mythical characteristics discussed. Note how each can overlap.	fs: Exploding the Myths of Prejudice

CONCEPT: The Negro has a culturally rich heritage stemming from advanced civilizations in his homeland.

CONTENT	LEARNING ACTIVITIES	RESOURCES
II. Black Africa - Myth and Reality		
A. The primitive myth.	What is meant by primitive?	Logan, Rayford and Irving Cohen The American Negro: Old World Background and New World Experience
	At what point in World history were Africans able to farm, mine metals and smelt the ore, and make tools?	
	Discuss early African art. Show film on African mask.	Santa Clara County Creating for Many Cultures
B. African isolation	Look at rainfall and land form map of Africa. Point out where and what percentage of Africa is jungle.	Modern Atlas Davidson, Basil A Guide to African History
	Discuss the position of Africa in relationship to other Continents of the World during any century B.C., i.e., 5th Century B.C., 2nd Century A.D.	Film: Black History, Lost, Strayed or Stolen 7390
	Discuss Egypt and its location. Most people never think of Egypt as being a part of Africa.	Dobler, Lavinia Great Rulers of the African Past
C. The tribal myth	Show locations of tribes in Africa. Put on an overlay showing political divisions. Discuss relationship.	
	Define tribe. Define extended family.	Gatti, Attilio and Ellen The New Africa
	Choose one tribe to study in depth, i.e., Ibos of Nigeria.	

CONCEPT: The Negro has a culturally rich heritage stemming from advanced civilizations in his homeland (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
	How does tribal loyalty help or hinder nationalism?	Civil War in Nigeria, using periodicals
	How does this compare to progress or lack of it in other underdeveloped areas of the world?	
	Investigate the diet of Africans. How many Africans live by hunting? In what part of Africa are most animals found?	Davidson, Basil History of Africa
III. The Negro in West Africal Civilization		Meier, August, and Elliott Rudwick From Plantation to Ghetto, Chapter I
A. Geography	Locate ancient civilization sites on maps of Africa.	Franklin, John Hope From Slavery to Freedom, Chapter 2
1. Climate		
2. Vegetation		
B. Cradle of civilization		
1. Ghana (Kumbi, Walata)	Research affluence of the three great cultures.	
2. Mali (Mellestine, Mandingoland)	Obtain African speaker from Speaker's Bureau at Stanford and other colleges.	Davidson, Basil The African Past and The Lost Cities of Africa
3. Songhay	Investigate systems of justice.	
	Relate natural place in history during Middle Ages. Note its influence on other civilizations during this time. As with other civilizations, discuss reason for African empire decline.	Films: Our Immigrant Heritage 7256 Black & White in South Africa 3303

CONCEPT: The Negro has a culturally rich heritage stemming from advanced civilizations in his homeland (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
	African tribes are not indigenously backward.	
C. Cultural heritage		
1. Political	Investigate family structure, clan, customs, power. What is extended family?	Dobler, Lavinia Great Rulers of the African Past
a. forms of government		
b. forms of power		
2. Economic	Examine land held individually and collectively.	
a. agricultural people	Investigate the philosophy of Africans regarding land ownership. How does this compare to the American Indian philosophy?	
b. tradesmen and goods		
3. Religions	Note similarities and differences.	DuBois, W.E.B. Black Folks Then and Now
a. Gods and spirits		
b. animism	Do map study.	Field trip to stores with African artifacts
4. Art	Have students make masks using paper sculpture.	fs: African Art and Culture
5. Music	Listen to and compare modern American music with African music.	Film: Body and Soul, Part II 7393
6. Literature, folktales	Oral tradition. Why did Africans find it difficult to develop written languages?	Richardson, Willis Plays and Pageants from the Life of the Negro

CONCEPT: The Negro has a culturally rich heritage stemming from advanced civilizations in his homeland (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
	Watch the TV program "Tarzan". Write a short essay on whether or not it gives an accurate picture of African society. Discuss the racism in this program: Tarzan (white man) solves all problems while the natives often stand around and gape. Africans are depicted as only primitive and backward.	Courlander, Harold Olode the Hunter and Other Tales fs: Black History
D. Colonialism		
1. Countries involved	Use map to show which European countries colonized which African countries.	Davidson, Basil A Guide to African History
2. Preparation for freedom		
E. Africa today		
1. Legacy of colonialism		Ward, Baldwin Pictorial History of the Black American
2. Price of nationalism		
3. Pan-Africanism		

CONCEPT: African-American and Anglo-American history began at the same time: black men played an important role in exploration.

CONTENT	LEARNING ACTIVITIES	RESOURCES
IV. Spanish Expeditions Included the Greatest Number of African Participants	Research the early period of exploration.	Hughes, Langston Famous American Negroes
A. Pedro Alonzo Nino	Discuss why African and American history cannot be separated.	
B. Nuflo de Olana		
C. Juan Carrido		
D. Estevanico	Dramatize the story of Estevanico (Little Steven).	
V. French Explorers	Draw maps charting the routes of the explorers you discuss.	
A. Jean Baptiste Pointe de Sable	Research the period of westward expansion: how many black trappers, pioneers, frontiersmen and guides were there?	Forbes, Jack The Afro-American in the Far West
B. d'Ayllon (colony of San Miguel on the same site as Jamestown, 83 years earlier)		

CONCEPT: Slavery was germane to many cultures.

CONTENT	LEARNING ACTIVITIES	RESOURCES
VI. The Negro in America as Slave	Report on: Origin of slavery What was slavery Slave trade Describe being a slave	Katz, William Eyewitness: The Negro in American History, pp. 13, 15, 32
A. Historical background		
1. Europe and Asia	Brainstorm: Why was Africa chosen for slaves rather than some other country? Why were not the Indians enslaved like the Negroes?	Davidson, Basil Black Mother and Guide to African History
2. New World		Fishel, Leslie The Negro American, pp. 29-37
3. Southern colonies		Goldston, Robert The Negro Revolution
4. Declaration of Independence "We hold these truths ... pursuit of happiness."		
5. Contributions of blacks during historical period	Compare slavery in ancient times with more recent forms of slavery.	
B. Africa during the slave trade		Films: Heritage of Slavery 7396 History of the American Negro, Part I 3928
1. Middle Passage		
2. Results of slave trade	Ascertain what effect the slave trade had on Africa.	
C. Justification for slavery	Evaluate: Equality of opportunity (limitations: discriminative, financial, physical, educational).	Fishel, Leslie The Negro American, pp. 91-93.

CONCEPT: Slavery was germane to many cultures (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
1. Natural outgrowth of society	Role play being a slave.	Franklin, John Hope From Slavery to Freedom, Chapter 10
2. Sanctioned by God	Debate: Planters vs. members of the Abolition Movement.	Dumond, Dwight Lowell Antislavery
3. Naturally inferior Negro	Find evidence of racism in documents and textbooks.	McKitrick, Eric Slavery Defended
4. Economic institution		Aptheker, Herbert American Negro Slave Revolts
5. Legal institution		
D. Problem of Slavery		
1. Physical aspects of work and resulting problems	List problems of house slave vs. field slave.	Stowe, Harriet Beecher Uncle Tom's Cabin
	List duties of house slave, driver, task system, gang system. a) free Negro vs. slave b) plantation slave vs. city slave	Logan, Rayford The American Negro
2. Denial of rights (personal) to slave	Study the case of Frederick Douglass.	Oliver, Donald Negro Views of America
	Discuss sharecropping system.	
a. right to marry in some cases	Compare life of a slave in the 1800's and life of a Negro today in the ghetto.	Patrick, John J. The Progress of the Afro-American
b. removal of children from parents		

CONCEPT: Slavery was germane to many cultures (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
3. Educational rights curbed	Play simulation game: Sunshine.	Fishel, Leslie The Negro American, pp. 113-116
a. slave often prohibited from reading	Investigate reasons for current unrest of Black Americans. Check newspapers.	Film: Frederick Douglass 7395
b. lack of or poor schooling		
c. slave trained to believe he was inferior to masters		
4. Psychological results of slavery	Look at family - compare roles of members of the family.	Kerner, Otto U.S. Riot Commission Report Grier, William Black Rage
a. Negro feels inferior		
b. revolts		
c. frustration		

CONCEPT: All people have the same basic rights and responsibilities.

CONTENT	LEARNING ACTIVITIES	RESOURCES
VII. The Civil War A. Emancipation B. Participation in the war C. Reactions	Delineate the challenges: 1. Negro part of white man's war? 2. Negro enlist or be drafted? 3. Negro in integrated units or in separate units? 4. Equal pay and equal opportunity to become Negro officers? 5. Should Negro fight bravely?	Franklin, John Hope From Slavery to Freedom Fishel, Leslie The Negro American Katz, William Eyewitness: The Negro in American History, p. 281
VIII. The Negro in America from Reconstruction to 1920	Review 13th, 14th, and 15th Amendments to the United States Constitution. Note difference between enactment and enforcement of a law.	Stampp, Kenneth Era of Reconstruction
A. Historical background	Discuss unions and racism.	Films: History of the American Negro, Parts 2 and 3 3929 and 3930 Black History, Lost, Strayed or Stolen 7390
1. Jim Crow laws	Research discrimination by government agencies.	
2. Black codes		
3. Black voters and disenfrancisement		
4. Separate but equal	Study Plessy v. Ferguson, U.S. Supreme Court decision.	
5. Lynchings	Has a law ever been passed against lynching? Why? or why not?	
6. Migration of Negroes	Review 1915-1919 when two million Negroes moved North to war industries.	Stampp, Kenneth The Peculiar Institution: Slavery in the Ante-Bellum South

CONCEPT: All people have the same basic rights and responsibilities (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
B. Contributions of Negroes	Assign student reports on Negro leaders, past and present. Include outstanding Black Americans in medicine, political science, literature, war heroes, explorers.	Hughes, Langston Famous Negro Heroes of America
C. Employment and the Black		
1. Unemployment and underemployment	Use job statistics showing what the average Negro makes as a baker, butcher, etc., and what the average white person makes on these same jobs.	Kerner, Otto U.S. Riot Commission Report
2. Low skills in an industrial society	Discuss the amount of money people will earn in their lifetimes. Compare the amount earned in the lifetime of an average Black and an average White.	Glazer, Nathan Beyond the Melting Pot
3. Displacement due to mechanization of agriculture		Films: Walk in My Shoes 7023 Felicia 7394 Losing Just the Same 7398
4. Effect of automation in industry		
5. Youth		
D. Justice and the Black	Review treatment of the Black in recent confrontations with police.	Local newspapers as resource
	Review court cases.	
E. Education and the Black	List arguments of Little Rock school crisis (pro and con).	Fishel, Leslie The Negro American
1. Separate and unequal		

CONCEPT: All people have the same basic rights and responsibilities (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
2. Bussing	Simulate school board meeting. Item on agenda, bussing.	
3. Tracking	Brainstorm causes of high drop-out rates, poor motivation, low education levels of Black.	Films: Challenge (Civil Rights) 1581
4. Testing	Discuss causes of riots, reasons for unrest.	I Have a Dream 7397 Broken Mask 1731
F. Health and Welfare		
1. High infant mortality rates	Look at changing roles of the family. Who is "bread-winner"? Why?	
2. Shorter life expectancy than whites	Debate the topic: Racially Rationed Health.	Time, April 6, 1970.
3. Inadequate recreation facilities		Grier, William Black Rage
G. From one bad situation to another	Discuss: tokenism	Conot, Robert Rivers of Blood, Years of Darkness
	gradualism	
1. From slavery to segregation	persistent racialism of man on street	Meier, August and Elliott M. Rudwick From Plantation to Ghetto
2. From plantation to ghetto		
3. From cotton patch to rat-infested slum	Write an essay on "Working in the White Man's World" or the "Invisible Ceiling".	Chalmers, David Hooded Americanism

CONCEPT: All people have the same basic rights and responsibilities (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
H. Psychological results	List imitations of white: hair straighteners, etc.	Logan, Rayford *The American Negro*
1. Feelings of inferiority	Discuss slogan, "Black is Beautiful" and why it developed.	
2. Confrontations		
3. The "New Mood"		
4. New heroes		Adams, Russell *Great Negroes*
IX. Quest for Full Citizenship by Black Americans	Research charges of institutional racism over the past 50 years. Check the policies of the following agencies in regard to race:	Kerner, Otto *U.S. Riot Commission Report*
A. Negroes in World War I	1) Government (federal, state, local) 2) Educational institutions 3) Labor unions	*Time*, April 6, 1970
B. Red Summer (25 riots in 1919)	4) Financial institutions (public and private, local banks, FHA)	*The Negro in American History* City of New York
C. Garney Movement	5) Social organizations	fs: *Minorities Have Made America Great* (Negroes, I and II)

CONCEPT: Black Americans are affected by national economic growth and depression.

CONTENT	LEARNING ACTIVITIES	RESOURCES
X. Negro Intellectuals Spark a Cultural Ferment	Assign student reports on Black leaders.	Adams, Russell L. Great Negroes, Past and Present
A. Harlem Renaissance		Films: Trumpet For a Combo 4173 Body and Soul, Pt. 1 7392 Pt. 2 7393 My Childhood: James Baldwin 7538
1. Poetry		
2. Music		
3. Other contributions		
B. The Great Depression brings new wave of misery	Discuss the organization of the sleeping car porters.	Franklin, John Hope From Slavery to Freedom
1. The Depression increases poverty among Negroes		
2. Rural Blacks are especially hard hit		
C. The New Deal (some gains)	Discuss: "Black Cabinet" appointments to government posts; Federal projects - WPA, CCC, etc.	
1. political		
2. economic		
3. labor legislation		

CONCEPT: Ghettos exist in all societies.

CONTENT	LEARNING ACTIVITIES	RESOURCES
XI. The Ghetto		Dohrs, Fred E. and L. M. Sommers Cultural Geography
A. Background - study of ancient Egypt, the city, the ghetto	Compare ancient ghetto with ghetto of today. List similarities.	Morrill "The Negro Ghetto: Problems and Alternatives" Cultural Geography
1. Built in a stern geometric manner	Define ghetto and determine its relativity to urban crisis.	
2. Possessed great deal of noise, smell	List possible causes for violence.	Meier, August and Elliot M. Rudwick From Plantation to Ghetto
3. Living area	Find pictures, or draw pictures of ghetto from descriptions.	
a. some, who were more wealthy, lived out in spacious suburbs	Research how ghettos grow.	Film: High Wall 1802
b. common humanity lived in every available nook and cranny (slums)		
c. improvements in these areas were only temporary	Simulate a ghetto (move the whole class into one corner of the room).	Brown, Claude Man Child in the Promised Land
4. Palace and temple became hub of the city		Film: My Childhood: James Baldwin 7538

CONCEPT: Ghettos exist in all societies (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
B. The ghetto in modern society		
1. Definition	Make a distinction between a ghetto and a slum.	Patrick, John The Progress of the Afro-American
a. A term used to identify the segregated areas occupied by Negroes and other minority groups	Compare Harlem to Watts and the physical characteristics of each.	Joseph, Stephen The Me Nobody Knows
b. A common feature of American urban life	Go through magazines and pick out pictures of the ghetto	Film: Willie Catches On 3613
c. Inferiority in almost every conceivable material respect is the mark of the ghetto	Do some research on governmental rat control.	
2. Aspects of the ghetto		
a. Minority groups, both ethnic and racial, have a major component in shaping the spatial character of cities in U.S. and rest of world	Close the physical area of the classroom and have students exist and work in a smaller area to point out spatial problems of the ghetto. Study family structure.	Silberman, Charles Crisis in Black and White, pp. 31-37 Film: Walk in My Shoes 7023

CONCEPT: Ghettos exist in all societies (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
b. The distinctive cultural backgrounds of these people have endured		
c. Negroes live in rural areas of South and are concentrated in the poorest sections of the city		
3. Nature of ghetto a. Ghetto system is dual	Research: U.S. median family income for Negroes in urban areas as compared to white. Also in rural areas.	Katz, William Eyewitness: The Negro in American History
1. Negroes excluded from white areas		
2. White largely absent from Black areas		
b. Inferior 1. less home ownership	Have students figure out a family budget on Negro income.	Films: High Wall 1802 Everybody's Prejudiced 3443
2. older homes		
3. substandard living conditions	Take field trip to ghetto.	Meier, August From Plantation to Ghetto

CONCEPT: Ghettos exist in all societies (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
4. Fundamental differences in Black from other minority groups		
a. lighter-skinned members may escape when economic or educational improvements permit	Survey housing to determine problems.	Negro History Bulletin
b. black skin constitutes a qualitative difference in the minds of whites	Dramatize a Black family entering your white suburb and face representatives of White Neighborhood Association.	Patrick, John J. The Progress of the Afro-Americans
c. wealthy Blacks find it difficult to leave the ghetto	Simulate a ghetto.	
d. color takes precedence over normal determinants of associations	Discuss how you overcome these handicaps.	Kerner, Otto U.S. Riot Commission Report
5. Impact of ghetto a. poverty-substandard housing b. public services often neglected	Discuss: Why has Black been unable to escape poverty and the ghetto like European immigrants? (Possibilities: 1. Negro offered little by maturing economy compared with demand for such labor as brought by European immigrant. 2. Racial discrimination kept Negro from high-reward and high status occupations.	Films: Job Interviews: Three Young Men 7399 Job Interviews: Three Young Women 7400

CONCEPT: Ghettos exist in all societies (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
1. street repair	3. Political opportunities open to European immigrants.	Social Education
2. garbage collection 3. parks and playgrounds 4. police c. Negroes are poorer	4. Cultural factors - strong patriarchal families of immigrants, small businessmen had a ready market in ethnic culture of immigrants, with their language barrier, ethnic foods, etc., also, slavery had prevented development of a small-business tradition among Negroes.	Films: Black Soldier 7391 Body & Soul, The Body 7392 Body & Soul, The Soul 7393
d. high unemployment (double white average)	5. Time factor - Negroes have been concentrated in the cities for only two generations.	Grier, William H. Black Rage
e. de facto school segregation	6. European immigrant possessed "the American dream" - the promise that society offered with hard work and perseverance material well-being and status.)	
f. high delinquency and crime rate		
g. feelings of inferiority and hopelessness	Play simulation game: Sunshine.	
6. Chances of mobility	Discuss what must be done to eliminate ghettos.	

CONCEPT: Movement for complete equality of the Black gains momentum.

CONTENT	LEARNING ACTIVITIES	RESOURCES
XII. Black Response		
A. Civil Rights Movement B. National Association for Advancement of Colored People C. National Urban League	Discuss four main forms of Black response: 1. Strengthen black institutions within a segregated society. 2. Militant protest with goal of integration and full participation. 3. Emigrationism and black nationalism. 4. Militant protest with goal of resegregation.	Malcolm X The Autobiography of Malcolm X King, Martin Luther Why We Can't Wait Lincoln, C. Eric The Black Muslims in America
D. Niagara Movement	Categorize Black responses in above categories.	
E. Congress of Racial Equality	Give reports on civil rights organizations and their leaders. Project possible future of Black in America.	Film: Uptight, Black and White
F. Southern Christian Leadership Conference		
G. Student Non-Violent Coordinating Committee		
H. Black Muslims		Films: Felicia 7394 I Have a Dream 7397
I. Black Panthers		
XIII. Civil Rights Revolution		
A. Supreme Court	U.S. Supreme Court decision 1954 Brown vs. Board of Education.	
1. Open occupancy laws		

CONCEPT: Movement for complete equality of the Black gains momentum (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
2. Legal rights	Debate boycott, sit-in, freedom ride as practices to end segregation.	
B. Fair employment practices laws		
C. Civil Rights Act 1964	Using current material, discuss the position of the Black American today. Are his gains real or imagined?	*Time* April 6, 1970
D. Voting Rights Act 1965		

CONCEPT: Equal rights struggle meets new challenges.

CONTENT	LEARNING ACTIVITIES	RESOURCES
XIV. New expressions of frustration and discontent.	Have students read several Black authors and categorize the literature as militant or moderate.	
A. Literary expression		
B. Political		
1. Black Power movement	Find examples in current publications of new trends in the equal rights struggle.	
2. Separatist groups		

GRADES 7-12 (BLACK)

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7390	Black History, Lost, Strayed, Stolen - 2 parts (54)
7391	Black Soldier (25)
7392	Body & Soul - Part 1 (25)
7393	Body & Soul - Part 2 (25)
712	Boundary Lines (10)
1731	Broken Mask (28-1/2)
1581	Challenge (30)
930	Color of Man (10)
7359	Discovering the Music of Africa
3443	Everybody's Prejudiced (21)
7394	Felicia (13)
7395	Frederick Douglass - 2 parts (54)
7396	Heritage of Slavery -2 parts (53)
1802	High Wall (32)
3928	History of the American Negro, 1619-1860: Out of Slavery (20)
3929	History of the American Negro, 1861-1877; Civil War and Reconstruction (20)
3930	History of the American Negro, 1877-Today; Freedom Movement (20)
7397	I Have a Dream (35)
7398	Losing Just the Same - 2 parts (60)
7538	My Childhood: James Baldwin (25)
7256	Our Immigrant Heritage (32)
3186	Picture in Your Mind (16)
4173	Trumpet for a Combo (8)
7023	Walk in My Shoes - 2 parts (54)
3613	Willie Catches On (24)

Films Not Available through County Educational Media Center:

Black Artists - Afrographics
P. O. Box 8361
Los Angeles, Calif.

Uptight: Black & White - Bailey Film Associates
11559 Santa Monica Blvd.
Los Angeles, Calif. 90025

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Exploding the Myths of Prejudice - Schloat
Minorities Have Made America Great (Negroes I and II) - Schloat
Black History (15 strips with records) - Multi--Media

Film Distributor

Warren Schloat Productions
Pleasantville, New York 10570

Multi-Media Productions
580 College Avenue
Palo Alto, California

Other Materials

Ebony, 1820 S. Michigan Avenue, Chicago, Illinois 94710

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Negro History Bulletin, 1538 Ninth Street, N.W., Washington, D.C. 20001.

Curriculum Bulletin, No. 4 - 1964-65 Series.

Asian-American Studies

CONCEPT: Immigrants came to the United States for a variety of reasons.

CONTENT	LEARNING ACTIVITIES	RESOURCES
I. Pre-Columbian Contacts A. Hui-shen B. Japanese and Chinese junks	Do research on the theory of trans-oceanic contacts between the Orient and America	Watson, Douglas S. "Did the Chinese Discover America?" California Historical Society Quarterly
II. Modern Era Immigrants A. Seamen, fishermen, traders	Learn from what Asian countries the immigrants came. Investigate the reasons for emigration. Make a chart graphically presenting the above data.	Chinn, Thomas A History of the Chinese in California Ichihashi, Yamato Japanese in the United States
B. Wars and evil times	Locate on a map where the immigrants settled in the United States.	
C. Political unrest	Remember there were no Japanese emigrants 1638-1854. Why?	MacNair, Harley F. Chinese Abroad
D. Employment (a new start) 1. Merchants 2. Laborers 3. Farmers	Define: Issei, Nisei, Sansei, coolie, etc.	
E. Students, tourists, officials	Investigate the student immigrants. Some Japanese youth emigrated to avoid military conscription.	

CONCEPT: Asian immigrants were searching for economic and social improvement (the same goals shared by the European immigrant).

CONTENT	LEARNING ACTIVITIES	RESOURCES
III. Problems of Immigrants	Study the case of the Wakamatsu Tea and Silk Farm Colony.	Wakamatsu Colony Centennial booklet 1869-1969
A. Strange language and customs	Research treatment of the Chinese in the mining regions.	Chiu, Ping Chinese Labor in California
B. Racial prejudice	Utilize case studies in American history which illustrate death caused by extreme racial discrimination.	Kitano, Harry H.L. Japanese-Americans: The Evolution of a Subculture
	Brainstorm: Why does exposure to different physical and racial types cause fear in people?	Local residents as speakers
	Learn what jobs were open to Orientals.	
C. Farming	Study pattern of settlement (coastal and mountain lands that others shunned).	
1. Similar and dissimilar land forms 2. Similar and dissimilar crops 3. Similar and dissimilar climate	Consider development of submarginal land due to farming skills unknown to Americans (i.e., rocky hillsides, sandy wastelands, swamps).	Ichihashi, Yamato Japanese in the United States
D. Religions	Have students research concepts of dating birth from conception and other concepts of worship.	

CONCEPT: Economic success created a series of anti-Oriental practices on the part of the Caucasian majority.

CONTENT	LEARNING ACTIVITIES	RESOURCES
IV. Economic success of the Asiatics		
A. Agriculture 1. reclamation 2. truck gardens 3. vineyards 4. fruit orchards 5. canneries 6. flowers	Have students report on the Oriental contributions to American history and economy.	Kitano, Harry H.L. Japanese Americans: The Evolution of a Subculture
B. Fishing industry	Include oyster growing, abalone, etc.	Chiu, Ping Chinese Labor in California
C. Railroads	Brainstorm: Why do people resent the same values in others that they boast of?	Hosakawa, Bill Nisei, Quiet Americans
D. Other successes 1. cigar industry 2. textiles 3. footwear 4. restaurants 5. laundries		Chin, Thomas A History of the Chinese in California
E. Immigration restrictions 1. contract-labor system 2. 1854-1872 prohibition 3. Burlingame Treaty of 1868	Investigate California legislation relative to the gold mines and foreigners. Brainstorm implications of not legally being able to testify for or against a white person.	Sung, Betty Lee Mountain of Gold: The Story of the Chinese in America Daniels, Roger The Politics of Prejudice

CONCEPT: Economic success created a series of anti-Oriental practices on the part of the Caucasian majority (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
4. Chinese Exclusion Acts of 1882-1904	Investigate the restrictive educational practices in California.	
5. Gentlemen's Agreement between U.S. and Japan of 1907-08	Do role-playing.	Ichihasha, Yamato Japanese in the United States Bailey, Thomas A. Theodore Roosevelt and the Japanese American Crisis
6. Alien Land Laws 1913	List pro's and con's of the Alien Land Laws.	
7. Exclusion Act of 1924	Have a panel react to the Exclusion Act. Highlight the legal, social, and economic restrictions.	

CONCEPT: The Asiatics have contributed to the development and advancement of the United States.

CONTENT	LEARNING ACTIVITIES	RESOURCES
V. Community Solidarity		
A. Family structure 1. Strong parental control	Check statistics on Asiatic-American rate of crime, juvenile delinquency, dependence on public assistance.	Beach, Walter G. Oriental Crime in California
2. Extended family 3. Behavior a. national pride	Have a student report on the traditional family life (women ranked below men, family included several generations, respect and honor family ancestors.	Kitano, Harry H.L. Japanese Americans: The Evolution of a Subculture
b. high regard for social position c. strong sense of duty and obligation	Role play an Asiatic-American family - traditional vs. modern.	
B. Evolution of the family	Contrast the attitudes and psychology of three generations.	
C. Problem solving 1. Family association - municipal court	Investigate Japanese word "giri" (moral obligation toward others).	Sung, Betty Lee Mountain of Gold: The Story of Chinese in America
2. District association - state supreme court	Investigate family and district associations of Asiatics in your community.	
3. Chinese Six companies - federal supreme court	Do research on the Chinese Six Companies, also the Chinese American Citizens Alliance and the Japanese Association (an Issei organization), as well as the Japanese-American Citizens' League (a Nisei-Sansei group).	

CONCEPT: The Asiatics have contributed to the development and advancement of the United States (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
D. Values	Compare values of hard work, achievement, self-control, dependability, manners, thrift, diligence with American middle-class values.	Lancaster, Clay *The Japanese Influence in America*
1. Collective rather than an individual orientation		
2. Conformism, regard for conventional behavior, obedience of rules and regulations	Pinpoint why the Asiatic-Americans have seldom been on relief.	
VI. Culture		Film: Golden Mountain on Mott Street
A. Architecture	Visit local temples.	
B. Language	Investigate "loaded" words: papa-san, Jap, Chink.	
	Study "on"--ascribed obligation; "giri"--contractual obligation; "chu"--loyalty to superior; "ninjo"--humane sensibility; "enryo"--modesty before superior.	
C. Food	Make lists of foods we eat that originated in Asia.	
D. Clothing		

CONCEPT: The Asiatics have contributed to the development and advancement of the United States (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
E. Art	Have students report on the contributions of outstanding Americans with Asian ancestry.	
F. Music	Study the symbolism and pantomime used in theatres. Observe that in California the Chinese recognized Fu-Cheng--historical play or tragedy; Fai-Wood--comedy; Oi-Yue--platonic love play; Tai-Mong--court play; Hong-Koi--chivalry play; Yuen-Wang--persecution play; Po-Yeng--merit-rewarded play.	Chin, Thomas. *A History of the Chinese in California*

CONCEPT: People react irrationally when confronted with many insecurities; race and prejudice amplify the process.

CONTENT	LEARNING ACTIVITIES	RESOURCES
VII. War Hysteria		
A. Evacuation and relocation of West Coast Japanese-Americans during World War II	Debate the constitutionality of the evacuation order.	Spicer, Edward H. Impounded People
	Review the Supreme Court's decision that military necessity justified the evacuation.	Ten Broek, Jacobus, Edward N. Barnhart, and Floyd W. Matson Prejudice, War and the Constitution: Japanese-American Evacuation and Resettlement
	Discuss the action of relocation as the result, natural end, or culmination, of decades of "Yellow Peril" and repression.	
	Brainstorm the singling out of the West Coast Japanese from those in Hawaii (and from the descendants of Germans and Italians) for suspension of civil rights.	
	Do research on actions taken: ..businesses closed; ..farms abandoned; ..homes boarded up; ..furnishings sold; etc.	
B. Life in the Relocation Centers	Role play human suffering and courage, loyalty and disillusion, family values and cultural tradition as they were expressed in the bleak barrack cities.	Okubo, Miné Citizen 13660
	Have a panel discuss the task of the men who had to hammer out policy for the War Relocation Authority.	Thomas, Dorothy Swaine and Richard S. Nishimoto The Spoilage

CONCEPT: People react irrationally when confronted with many insecurities; race and prejudice amplify the process (continued).

CONTENT	LEARNING ACTIVITIES	RESOURCES
C. Military actions of Nisei's	Have students make reports on the most decorated combat team (100th Battalion) in the U.S. history, on intelligence work in the Pacific, etc.	Murphy, Thomas D. *Ambassadors in Arms*
D. Relocation program	Evaluate the goals of the relocation program: ..get evacuees out of center; ..disperse them; ..integrate them into the communities where they settled.	Japanese American Curriculum Project *Japanese Americans: The Untold Story* Holt, Rinehart & Winston 1970
	Learn what recourse the Japanese-Americans have to recover assets lost.	Korematsu vs. United States #23-11070

CONCEPT: The Asian-American has achieved success after innumerable hardships.

CONTENT	LEARNING ACTIVITIES	RESOURCES
VIII. What Lies Ahead?		
A. JACL, CACA, and others provide direction	Investigate the records of achievement of Asiatics.	
B. Asiatics have made American dreams come true for their aging parents	Do research as to what length of time it took the European-American to become simply American. Do research as to length of time it took the Asian-American to become simply American.	
C. Secured right to walk in peace and dignity	Brainstorm the responsibility of each person to make democracy work.	

CONCEPT: The potential inherent in cultural pluralism for retaining some elements of a distinctive way of life and discarding others is one of its most attractive elements.

CONTENT	LEARNING ACTIVITIES	RESOURCES
IX. Cultural Pluralism		
A. Misconceptions	Brainstorm some of the misconceptions and try to trace origins.	Hosokawa, Bill Nisei: Quiet Americans
B. Compatibility of values	Discuss effective combination of Asiatic and American values.	
C. Cultural and structural pluralism	Brainstorm the personal value system in maintaining a mature and responsible attitude toward self and the world. Nearly all problems encountered in coping with other human beings are the same for everyone. The adjustments differ but the feelings involved in the adjustment process are similar. Observable cultural traits serve as an identity which is essential for all human beings.	Japanese American Citizens League 1634 Post Street San Francisco, California Telephone: [illegible] Chinese American Citizens Alliance 1044 Stockton Street San Francisco, California Telephone: [illegible]

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Golden Mountain on Mott Street - Carousel Films Inc.
1501 Broadway
New York, N.Y. 10036

Issei, Nisei & Sansei (3 Generations of Japanese-Americans)
28 mm color, 1969 - Alden S. Nye
Box 797
Ojai, California